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ABSTRACT

This compilation of primarily narrative reports from 24 federal projects funded by the Library Services and Construction Act (LSCA) and administered by the California State Library covers the period 1985-1987, with further reports to be published approximately every other year. Each report--excerpted from a standardized summary report form--is arranged by the subject nature of the project, rather than by chronology or alphabet, and allows for subjective opinion of how well a project succeeded as well as more objective evaluations of goals and objectives. Reports on five types of programs are included: (1) programs for children and youth (8); (2) programs for the disadvantaged (3); (3) information and referral programs (4); (4) outreach programs (6); and (5) technical support programs (3). These reports are offered with two hopeful purposes: that they will give the library community and state and federal government officers a better idea of how LSCA funds are improving library services to Californians; and that they will aid present and future LSCA projects in carrying out their objectives to better effect and in improving the report process itself. (CGD)

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LSCA Final Reports: Fourth Series

California State Library
Sacramento, 1988
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LSCA Final Reports: Fourth Series

California State Library
Sacramento, 1988
Gary E. Strong, State Librarian

LSCA Final Reports: Fourth Series

Final summary reports from recent federally funded Library Services and Construction Act projects in California awarded by the California State Librarian.

Edited by Collin Clark, Federal Program Coordinator
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Introduction

These reports on projects in California funded under the federal Library Services and Construction Act (LSCA), administered by the California State Librarian, are excerpted but published as received, without editing beyond a uniform first page. Some projects reported at length, others provided the bare minimum. The Summary Report Form (LSCA9) is primarily narrative and allows for subjective opinion of how well a project succeeded as well as more objective evaluation of goals and objectives.

This volume does not correspond to a single LSCA award year, but covers generally the period 1985-1987. Arrangement of the reports is by subject nature of the project, rather than by chronology or alphabet. Further reports will be published approximately every other year. Some earlier volumes are available in limited quantity and may be requested from Library Development Services.

It is hoped that reading of these reports will give the library community, and state and federal government officers, a better idea of how LSCA funds are improving library service to Californians. Seeing how these projects describe their successes and disappointments should aid present and future LSCA projects in carrying out their objectives to better effect and in improving the report process itself.

California Library Systems

1. North State Cooperative Library System NSCLS
2. North Bay Cooperative Library System NBCLS
3. Mountain-Valley Library System MVLS
4. Bay Area Library and Information System BALIS
5. 49-99 Cooperative Library System
6. Peninsula Library System
7. Monterey Bay Area Cooperative Library System MOBAC
8. South Bay Cooperative Library System
9. San Joaquin Valley Library System
10. Inland Library System
11. South State Cooperative Library System
12. Black Gold Cooperative Library System
13. Metropolitan Cooperative Library System MCLS
14. Santiago Library System
15. Serra Cooperative Library System

PROGRAMS FOR CHILDREN AND YOUTH

Alameda County Library 10/20/1986

Public Library Visits to Schools
Through Volunteers ("Booklegger")

Total project period: October 1, 1985 - September 30, 1986

Project Director: Elizabeth Overmyer

Alameda County Library
3121 Diablo Ave.
Hayward, CA 94545
(415) 791-4617

Community volunteer "Bookleggers" were trained in booktalking and story telling and visited schools to foster children's interest in independent reading.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	82,025		147,943	229,968
Library materials	28,048		53,025	81,073
Contract services	15,565			15,565
Other operating expense	19,377		15,403	34,780
Equipment			925	925
Indirect cost	12,064			12,064
TOTAL	157,079		217,296	374,375

10. Project accomplishments.

a. Planned and implemented a training program to train volunteers to introduce books to K-8th grade students through booktalking and storytelling.
b. Trained 45 volunteers to provide a professional level of book programs in grades K-8 in the Fremont Unified School District.
c. Through Booklegger volunteers, visited over 30,000 children in over 1500 K-8th grade classrooms in Fremont.
d. Prepared a training manual which details the instructional techniques used to prepare the Booklegger volunteers.
e. Prepared a 10-unit series of professionally produced videotapes for use with the training manual.
f. Worked with the Fremont Unified School District to prepare the teaching staffs and school library clerks to welcome and schedule the volunteers into the classrooms.
g. Prepared press releases, magazine articles, library exhibits, and oral presentations to bring the Booklegger program to the attention of the community and of other libraries.
h. Documented an average 45% increase in circulation of books used by Bookleggers in classroom visits .

11. Continued services.

The Booklegger program will remain in Fremont funded by an annual book budget from the Alameda County Library and staffed by the Fremont Main children's staff, including one librarian whose fulltime job description includes 50% time spent with Booklegger. Under this arrangement, training will be provided to one group of volunteers per year and supervision and coordination of all Booklegger volunteers working in the classroom will be continued.

12. Sharing information.

a. Prepared exhibits for CLA Trading Post, November, 1985 and November, 1986.
b. prepared poster sessions for ALA June, 1986 and CLA November, 1986.
c. Spoke at Children's Services Chapter Program, CLA, November, 1985.
d. Letter from Bruce Vogel, Children's Coordinator of Alameda County Library published in School Library Journal, March, 1985.
e. In progress: two solicited articles for Professional journals, one for Top of the News, one for School Library Media Activities Monthly.
f. Prepared training manual and videotapes for sale to interested libraries and school districts.
g. Published quarterly issues of The Booklegger Bulletin, which was mailed to all Booklegger volunteers and to interested librarians.
h. Brought the project to the attention of various groups who wished to recognize the work of volunteers and/or reading programs. These groups include: Fremont Human Services Commission, Sunset Magazine, J.C.Penney Co., RMC Search for Successful Media Programs, Department of Education "What Works" program.
i. Presented booktalk workshops to staffs of North Bay Cooperative Library System, San Francisco Public Library, Fremont Unified School District, San Ramon Unified School District and San Lorenzo School District.
j. Encouraged Booklegger volunteers to submit their original booktalks to Joni Bodart for consideration for publication in Booktalk!3 . Ten were notified of the acceptance of their work, which will be published in 1987.

13. Subjective evaluation.

The Booklegger Project worked. It proved beyond a doubt that community volunteers, given sufficient training of the kind offered in Fremont, can reach a professional level of expertise in introducing books to children in grades K-8. Over 45 volunteers were trained; thse provided in 2 years over 1500 visits to over 30,000 children in the 32 elementary and junior high schools in the Fremont Unified School District. A survey of teachers in June, 1986, resulted in 74% judging the visits "excellent"; 23% rated the visits "good". The LSCA funds enabled the library to purchase a sufficient supply of books to satisfy the needs of both volunteers and the children they spoke to. Circulation statistics collected by the project show book circulation of Booklegger titles to increase by an average of 45% over the circulation of those same titles in a control period preceding the classroom visits. Children's staff grew quickly to respect the volunteers and to develop a sharing relationship with them. Parents and teachers were ouspoken in their appreciation of Booklegging, citing many instances of reluctant readers who became library users after a nudge from the Bookleggers. The volunteers continue to display strong enthusiasm for reading and a creative and very effective way fo joingin their own love of reading and knowledge of the community. All involved believe that this is a project which will work well in other commnities and may be modified (focusing on one or two grades, for instance) if other libraries wish to try it on a smaller scale. The key to the success of the program is the quality of the training provided. Training

Use additional pages for any section, as necessary.

14. Signature Elizabeth C. Overuse

PROGRAMS FOR CHILDREN AND YOUTH

Fresno County Free Library 10/27/1986

The Rural Library in the Child's Community

Total project period: October 1, 1985 - September 30, 1986

Project Director: Kathy Buxton

Fresno County Free Library
2420 Mariposa St.
Fresno, CA 93721
(209) 488-3205

A model for excellent children's library services was developed in the rural communities of Parlier, Kingsburg and Caruthers.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	39,082		12,301	51,383
Library materials	2,030			2,030
Contract services				
Other operating expense	14,686		1,278	15,964
Equipment			4,650	4,650
Indirect cost	3,002			3,002
TOTAL	58,800		18,229	77,029

10. Project accomplishments.

Objective #1: 435 Parlier schoolchildren, grades 4-6, will have participated in the input process for new children's library services in Parlier. A target group of thirty-five children, will be used as consultants to design school-age library programs and services and publicize them to other kids.

It was necessary to change several of the activities of this objective in order to accomodate the schedule of the school and the school district, as well as to work around difficulties presented by the fact that the new library was not completed as anticipated. However, it was most effective in reaching the rural children of Parlier in a very personal manner. In the spring, all the children at Central School were shown a media presentation about public libraries and a pre-test was given to determine their familiarity with libraries. A target group of fourth graders was selected to work with the project director in an intense project. This particular group was selected because their teacher was enthusiastic about the project and the grant staff felt that the cooperation and enthusiasm of the teacher would make the project work smoother. After a discussion of the services and programs that are available at public libraries, the target group decided to undertake two projects. One project was signage. The children wanted to make signs that would make it easier for other children to find the books they are searching for when they come to the library. Beautiful posters were designed, painted and laminated which illustrate the different divisions of the Dewey Decimal System. The other project was a puppet show. The children felt that it would be very important to have a puppet show at their new library, and so they wrote a script, constructed the puppets, and even painted a backdrop for "Sleeping Beauty". Both of these projects will be presented to the library by the children at the dedication.

11. Continued services.

The model for continued services is still being developed, and will be completed by December 31, 1986. Budget requests based on the preliminary recommendations of the model are being submitted. Recommendations made in the model will be acted on in the year following the grant period by the library staff and a report will be sent to LSCA and the State Library.

continued

It is felt by the grant staff that the work with the Parlier school children will have a long lasting influence on many of the children. They visited a library, they talked about libraries, and a librarian read to them. The project director read a chapter of a mystery story each day before beginning work on the projects. In the post-test, when asked, "What does a librarian do?", one child responded, "She reads to people". It is the beginning of a good relationship between the library in Parlier and the children of the community.

Objective #2: Three procedures or ways to encourage parents and caregivers to instill a love of reading in their children, will be utilized in the three communities.

Two Parents' Read-Aloud Workshops were presented, in April and in September. Attendance was poor on both occasions. Total attendance was only twenty-one parents. While it was disappointing to design and plan a workshop, then to gather the materials, only to have so few parents attend, it was a good learning experience about rural families. Apparently rural families are reluctant to attend evening programs. In general, it is the opinion of the grant staff that this is because they (the parent population) were unfamiliar with the grant's activities. They were not yet familiar enough with the project to feel a commitment towards attending its functions.

Parent's shelves were developed for all three of the target libraries. Fifteen titles discussing parent and child activities were ordered. This collection is housed in a special area in each branch and a poster (an adaptation of a wonderful Thatcher Hurd illustration) hangs above it. The branch staff has remarked that there have been many requests for the books on the Parent's Shelf.

P*A*C*R*A*T (Parents And Children Reading Aloud Together) was a reading club designed to encourage families to read together every day. Each family signed a pledge to read together daily and received a booklist of recommended read-aloud titles. Each family member received a bookmark proclaiming them to be a member of P*A*C*R*A*T. At the end of the month, the pledge cards were collected and an award ceremony was held. Each family earned a certificate. Considering the size of the communities, this program was fairly successful. An important factor in its success was the fact that it did not require special trips to the library. It was an activity that the family could fit into their daily schedule as they thought best. It is interesting to note that when the recognition ceremony was held in the evening, only four families from both communities attended.

The Value of Reading activity was not very successful in terms of numbers either. Only sixty-one people attended five sessions. The reasons for this are probably the same as for the Parents' Workshop: the people were not familiar enough with the project to feel a commitment towards attending. One presentation of the Value of Reading had an attendance of thirty people which was encouraging. The reason for the attendence was that the Value of Reading presentation was part of a regularly scheduled PTA meeting. Parents in rural communities obviously feel a commitment to attending these meetings, so it is good method for reaching them with the message about the importance of reading. One man, a Punjabi native, approached the project director after the presentation and said that this had been his first PTA meeting, and he hoped that they would all be so informative and entertaining.

The Caregivers' Workshop was attended by twenty-nine daycare providers. The workshop emphasized presenting storytimes in a daycare situation. The attendees were very interested in learning about good books for preschool children and in improving their read-aloud skills. The publicity for this event was carefully planned and is the reason that attendance was good. The grant staff purchased the mailing list of the Children's Services Network (CSN). This is a list of 2300 people who are involved in some aspect of preschool childcare. We were able, with this list, to reach the precise group which we were targeting for this workshop. Additionally, the grant staff had written five articles for the CSN newsletter. The final article offered free storytime packets to the daycare providers. Many people called to request the free packets, then registered for the workshop. Several of the attendees have called to ask further advice on presenting storytimes in their home and to tell the grant staff of the success they've been having presenting them.

Objective #3: Awareness and visibility of library services will be emphasized by building two links county-wide plus one link with child related community agencies and local groups in each of three cluster areas (for a total of three). Each of these five links will be demonstrated and publicized through a cooperative project that benefits the agency and the library, as a foundation for future cooperation.

In the community of Caruthers, the grant developed a link with the Economic Opportunities Commission's Home Based Head Start. The cooperative link consisted of booklists developed to support the program's curriculum, a presentation on the value of reading to the parents, and a storytime for the children enrolled in the program. As a result of this link, parents visited the local branch library requesting titles from the booklist, and children from the program frequently comprised the majority of children attending storytime at the Caruthers branch.

In Kingsburg, the Project Director worked with an instructor from the continuation high school to develop a four week course on children literature for expectant teenage students. The curriculum included language development, read-aloud techniques, and criteria for selecting good picture books and older fiction. Classes were held in the library and the students were required to read at least twenty picture books and one book on parenting. The students kept a journal in which they critiqued the books they had read. One student had her baby during the course of the class and continued to attend, bringing the baby and reading to her.

Parlier, recently rated the community with the lowest per capita income in the State, has, fortunately, many federally and state funded agencies which work with children. The grant developed a link with the Tri-County Migrant Head Start. This organization operates several low cost daycare centers for the children of migrant farm laborers. The grant staff worked with the staff of the center discussing the need for and components of a good storytime. A temporary deposit collection of picture books was established at the center so that the children would have access to books daily (there is no public library in Parlier at present, although it is scheduled for completion in 1987). The staff of the Center also used the Storyboxes (to be discussed in Objective #4) which were developed by the grant staff to present storytimes to the children.

One of the grant's county-wide links was with the Children's Services Network (CSN). This link was demonstrated on four occasions. The project director wrote five monthly articles for the CSN newsletter. These articles recommended books on topics such as school, visiting the doctor, and activities for summer. The Resource Coordinator for CSN spoke to one session of the Parent's Read-Aloud Workshop, discussing child development. In May, CSN holds a yearly "Sunshine Day" at a local park. The grant staff entertained at this function with songs, stories and a puppet show. These initial projects served as a "lead in" to the major project, which was the Caregivers' Workshop mentioned in Objective #2.

The second county-wide link which was developed by the grant was with the Central California Society for the Prevention of Cruelty to Animals (SPCA). A Book-a-thon was designed which encouraged children to read animal literature from the local library while earning money for the library and the SPCA. The program was so well received by the children and by the staff of the library and the SPCA, that it has already been scheduled to be repeated in June 1987.

Objective #4: The quality of rural branch programs will be improved in the three cluster branches by developing and presenting at least three techniques which can be used regularly to provide literature-based programs.

The three techniques, as the grant was written were storyboxes (pre-packaged storytimes), a toolbox (a series of tools used to implement storytimes) and the use of volunteers to present programs. However, as the grant evolved, the emphasis on these techniques changed. The techniques which were used during the grant period were the storyboxes, staff development workshops, and training sessions with the target library staff.

Twenty storyboxes were developed based on themes and containing the various components of a good program. The contents of the boxes included books, flannel stories, puppets, props and realia, and the text of poems and fingerplays. The boxes have circulated 70 times in seven months, and the evaluations from the branch paraprofessionals have been positive.

Training sessions with the branch paraprofessional took the form of preschool and school-age programs presented by the grant staff but which the paraprofessionals helped to design and present. It was felt that the paraprofessional would benefit from observing several people conduct programs to enable them to develop their own style while learning how to design a quality, literature-based program. Of the two branch staff involved, one has continued to present preschool storytime while the other found her schedule and responsibilities did not allow her time to offer programs.

Five staff development workshops were held during the grant period. Evaluations by the workshop attendees showed a preference for workshops of a practical, "hands on" nature.

The first workshop was conducted by the grant staff and demonstrated the use of the newly assembled storyboxes. Storyboxes, a box filled with theme related books, puppets and other realia, were designed to help the paraprofessionals present storytimes. This workshop was a success and several branch libraries began to offer storytimes that had not offered them before. Several others would like to offer storytimes, but are prevented from doing so by the current financial situation.

A Storyteller's Workshop, presented by Jan Lieberman demonstrated techniques for the beginning storyteller. This workshop, which was attended by over forty people from five counties, made storytelling look so easy that many of the staff were inspired to start telling stories immediately.

In June, a Community Services Consultant conducted a workshop for the community branch staff on community assessment. It was well received by the professional staff, but the paraprofessional staff had some difficulty relating the information to the problems they face day-to-day.

Two workshops were scheduled in the last quarter which demonstrated two techniques that are frequently included in storytimes. One, conducted by Randy McGee, was on puppetry. Each participant had the opportunity to use a puppet and to learn to use the puppet to express emotions. The other workshop was about children, music and storytime. Nancy Raven demonstrated the use of rhythm instruments in a storytime setting. Both of these workshops were evaluated positively and the attendees seemed to be enthusiastic about putting the newly discovered talents to work.

The toolbox was completed in a skeletal form and includes a patron survey, program planning guide and sample press releases. It is felt that these are necessary tools for the paraprofessional just beginning to offer storytime.

The use of volunteers to present storytimes was not addressed by the grant staff once it was determined that the recruitment and training of volunteers is most efficiently done through a decentralized process.

Objective #5: A model for providing rural children's library services, using the cluster libraries.

A weekly journal which recorded contacts made, impressions, questions and techniques was maintained throughout the grant period. It should prove to be a useful tool when the recommendations of the model are implemented.

Two media records were developed. One consists of color slides and the other is a book of color prints. This should allow the presentor to choose the format that they are the most comfortable with or which best suits the audience.

Booklists were developed for use with community agencies. These booklists will be a valuable tool to librarians and paraprofessionals throughout the county because they are on topics of interest to parents and they consist of titles that are available at many branches.

The model, containing eight recommendations has been developed by the project director, and is being examined by the Children's Coordinator, the Associate County Librarian for Community Library Services, the Principal Librarian for Community Libraries, and the County Librarian. In the upcoming year the library will begin to implement some of those recommendations.

12. Sharing information.

Information on the grant has been, and will continue to be, shared in several different manners.

The Children's Services Coordinator for Fresno County will attend the Children's Services Chapter's Trading Post in Long Beach on November 15, 1986. A display featuring the grant and its activities will be developed and grant materials, such a booklists and flyers will be available to the attendees.

The model when completed will be made available to those libraries requesting information.

The Project Director and the Children's Services Coordinator are developing an article on the grant for publication in a professional journal.

13. Subjective evaluation.

It is the opinion of the project staff that the target groups were not significantly affected by the activities of the grant. As an example, only twenty-one parents in four communities attended the Parents' workshop. The grant objectives were for forty parents to attend from each of three communities.

The significance of the grant lies in the knowledge and experience gained concerning library service to rural children and their families. This information is being used to design a model for service which will be implemented, at least in part, throughout Fresno County in the upcoming years.

The model contains eight recommendations, the foremost being that any target project such as the "Rural Child" project be a three year, three phase project headed by a professional children's librarian. The reason for this recommendation is that it takes at least three years to develop the basic skills, provide the fundamental services, and develop the kind of community awareness and support necessary to make cooperative projects and parents' workshops successful.

Use additional pages for any section, as necessary.

14. Signature Donna Chandler Wold

PROGRAMS FOR CHILDREN AND YOUTH

Metropolitan Cooperative Library System 10/30/1987

The First 3 R's: Rock, Rattle and Read

Total project period: October 1, 1986 - September 30, 1987

Project Director: Holly Millard

Metropolican Cooperative Library System
2235 N. Lake Ave., Suite 106
Altadena, CA 91001
(818) 798-1146

Promoted reading and use of libraries by parents of newborn children through distribution of information packets in maternity wards of Los Angeles area hospitals.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	27,460			27,460
Library materials		2,500		2,500
Contract services				
Other operating expense	39,475			39,475
Equipment				
Indirect cost	3,260			3,260
TOTAL	70,195	2,500		72,695

10. Project accomplishments.

The goal of this project was to promote reading and library use by parents of newborns in the MCLS service area. This was accomplished by working through hospital maternity wards to distribute packets of information about public library resources and services relevant to the needs of parents and young children. The project reached 100,000 new mothers through 37 participating hospitals geographically dispersed throughout the system service area. These new mothers included 25,000 who were Spanish speaking and who received materials in Spanish as well as English.

The project was implemented by a full-time coordinator who had extensive experience working with various types of community groups and agencies, including hospitals. The coordinator also had prior experience working for MCLS, and so was familiar with the local public libraries. This combination of community and library experience was essential in starting the project quickly and efficiently.

A subcommittee of the MCLS Children's Council, the Committee on Service to Infants and Parents (hereafter called the Baby Committee), assisted the project director in various ways, most notably in the development of the brochures, booklists, etc. which went into the packet. This committee provided the professional expertise of children's librarians, which was also essential to the success of the project.

Specific objectives of the project were as follows:

A. To establish cooperative working relationships between the 28 MCLS libraries and as many as possible of the 53 maternity wards in the MCLS service area.

This objective was successfully accomplished with 37 hospitals agreeing to participate in the project.

The project coordinator discovered 7 hospitals that were not included in the initial count made by the children's librarians; this increased the number of targeted hospitals from 53 to 60. All 60 hospitals were contacted by the end of the project. Four hospitals had discontinued maternity services; six formally declined to participate in the project because of staff reorganization; fourteen hospitals never responded to the project coordinator's letters and telephone calls, despite repeated attempts to reach them.

In an effort to promote direct contact between the hospitals and their local public libraries, the project coordinator distributed to participating hospitals a list of the MCLS children's librarians and to the children's librarians a list of the participating hospitals' contact personnel.

B. To educate at least 50,000 mothers about the services available to them and their children through public libraries.

One of the items in the packet was a brochure, "Welcome to Your Public Library," designed specifically to meet this objective. The brochure describes in a generic way the public library services which would be of interest to parents and young children. A copy of the brochure can be found in the packet which is included as Attachment #1. This brochure was also translated into Spanish. Twenty-five thousand Spanish brochures were printed, at local expense, and distributed to those hospitals serving large Hispanic populations.

Also included in the packet was a copy of the MCLS brochure, which includes a list of all member libraries.

By the end of the project, copies of this brochure had been given to 100,000 new mothers, double the number specified in this objective.

C. To provide at least 50,000 mothers with information about children's literature, reading, child development, and parenting.

Most of the items included in the packet were designed to address this objective. They were: Raising Readers: Tips for Parents; We Are Having a Baby: A Booklist for Parents and Their Children; Choosing Safe Toys; Choosing a Child's Book; Books on Parenting; Child Care Information; Ten Reasons to Read to Your Child; Hooray for Me: Books for the Preschool Child.

Complete packets including all of these items were given to approximately 75,000 new mothers, thereby exceeding the target level of this objective.

D. To promote direct public library use by at least 11,500 parents of newborns.

It is impossible to assess the project's success in

meeting this objective because there was no good evaluation mechanism. One evaluation tool was a coupon redemption plan. Each packet included a coupon redeemable at any MCLS library for a book for the child's home library. As far as could be determined, libraries had never before used a coupon redemption program, so it was very difficult to project the response rate. The few articles on coupon redemption in marketing literature indicated a low redemption rate for coupons in general. By the end of the project, very few coupons had been turned in at the libraries. Nevertheless, the low response rate should not be interpreted as failure to meet this objective. Several mitigating factors should be considered. First, hospitals were still distributing packets at the project's end. In fact, some hospitals did not begin distributing packets until October 1987, when the project officially ended. The original timetable projected in the project application turned out to be very unrealistic, so most hospitals did not begin ditributing packets until late spring or early summer 1987. Given the late start date, coupon redemption should logically peak sometime after the official conclusion of the project. Libraries were instructed to hold on to their supplies of bonus books until October 1988.

Another factor which influenced evaluation of the attainment of this objective was new parent schedules and activity levels. According to hospital representatives, new parents are inundated with information and frequently overwhelmed by the tasks involved in caring for their newborns. They are so busy with daily tasks that for many of them a visit to the local public library will have to wait several months. Nonetheless, the hospital representatives thought that the exposure to information from the public library would encourage many parents to visit the library in the future, when they are less harried and more mobile. One of the MCLS library directors suggested that the coupon redemption idea might have worked better had it been designed so that the coupon could be redeemed on the baby's first birthday, when possession of a book would be more immediately meaningful. Of course, such a plan would not fit in very well with grant project timing. Another modification of the concept would involve distribution of the packets through prenatal programs, which would allow parents to read the information and redeem the coupons before the child is born. Several hospital

representatives suggested this alternative.

Although not a specific objective, the development, production, assembly, and storage of the packets were major project activities. These activities consumed much more time than was envisioned in the project application, altering the projected project timetable as indicated in the comparative time line, Attachment #2. Part of the problem was the scale of the project; the logistics of handling the quantities of materials involved were staggering. Printing alone took three months.

A detailed description of activities related to the packets follows:

PACKET CONTENTS

The development of the brochures contained within the packets was a cooperative effort between the Baby Committee and the project coordinator. On October 13, 1986 a meeting was held to make preliminary decisions on what should be included in the packets. Children's librarians in various MCLS libraries worked on the brochures over the next two months.

Final versions of the brochures were approved at the Baby Committee meeting on December 1, 1986. Several of the brochures were then forwarded to Manny Medina, graphic artist for Los Angeles Public Library, who completed the layout and artistic designs for these brochures. In addition, Manny also designed the logo for the project and the packet envelope. The generous contribution of graphic design services by Los Angeles Public Library gave the packet a real "professional" look at no cost to the project.

By the end of December, 1986 seven of the packet inserts and the packet envelope were in the hands of the printer, and the remaining three were submitted to the printer on January 13, 1987.

The printing of the packet materials was more involved and took longer than envisioned when the grant proposal was written. The proposal writer did not have a realistic sense of how long it would take for a printer to duplicate the number of separate items in the quantity needed. Printing of all the packet materials was completed by March 16, 1987.

In addition to the materials developed specifically for

this project, the packets included copies of the MCLS brochure. The brochure provides an overview of MCLS and, most importantly for the project, includes a list of MCLS libraries with addresses and telephone numbers.

One of the obstacles faced by the project was the need to reach Los Angeles County's Spanish speaking population. The project budget had not been designed to include any Spanish language handouts. The Baby Committee identified this need early in the project, but also recognized the limited availability of Spanish language children's books in public libraries. As the project coordinator began to contact hospitals, a number requested handouts in Spanish.

Since a large segment of their patient population (15,000 of the 18,000 babies born) is Spanish speaking, the University of Southern California Women's Hospital translated and printed, at their own expense, one of the brochures (Raising Readers) contained in the packets. The hospital board felt that this brochure would be beneficial to their Hispanic patients.

The project made this brochure available to other hospitals to reproduce for their Spanish speaking patients.

In addition, MCLS used local funding to have the "Welcome to Your Public Library" brochure translated and printed for distribution to those hospitals expressing the desire to have Spanish materials. A total of eleven hospitals were sent this brochure along with an MCLS brochure and project coupon, thus reaching an additional 25,000 families.

STORAGE OF PACKET MATERIALS

Once printing of the packet materials was completed, the next logistical problem facing the project coordinator was storage. The project application had been written without any provision for storage costs, because no one involved in the project design had any concept of how monumental the volume of materials would be. There were far too many materials to store at MCLS headquarters or in any MCLS library. The project coordinator convinced the printer to store the materials in his warehouse, at no cost to the project. As materials were needed for packet assembly, the MCLS delivery vans would be dispatched to the printers for pick up and delivery to assembly sites.

PACKET ASSEMBLY AND DISTRIBUTION

Having determined that professional collation and insertion of project materials in envelopes would be too costly (approximately $14,000) the project coordinator proceeded to develop and implement a network of volunteers to accomplish this task.

One major source of volunteers was local high school service clubs and special education classes. By the summer, special education classes in Pasadena and San Gabriel were assembling approximately 5,000 packets per week.

In addition, the El Segundo Library and Downey Library both expressed a desire to assist the project in packet assembly. They utilized Teen Volunteers and their Friends of the Library groups. They assembled thousands of packets during the course of the project. Volunteers associated with the Arcadia Public Library assembled 1,200 packets for their community hospital, Methodist Hospital of Southern California.

The largest hospital baby population was at the Martin Luther King, Jr. Drew Medical Center in Los Angeles. Their request for 10,000 assembled packets could be filled only because of the volume of packets being assembled by the project's various volunteer groups.

Being able to offer hospitals already assembled packets was ideal, but the project coordinator attempted to identify hospitals which could assemble their own packets. Only four hospitals were able to assemble their own supply of packets. They were given the materials to do so. The ability and/or willingness of hospitals to do packet assembly was much less than was hoped when the project was designed.

Even with the assistance of the students and the library volunteers, packet assembly could not keep pace with distribution needs, so it was necessary for the project coordinator to assemble packets. During the third quarter, this consumed a sizable portion of her time, which limited the time available for further hospital contacts. Of course, each new hospital which agreed to participate represented further assembly and distribution needs. Whenever a hospital agreed to participate, the project coordinator tried to provide the hospital with an initial month's supply of at least

100 assembled packets. This enabled the hospital to begin immediate distribution to their new mothers.

Once packets were assembled, the project coordinator counted, boxed and distributed them to participating hospitals.

Distribution of packets to hospitals was initially done by the project coordinator using her personal automobile. The packets had to be physically delivered to hospitals because it would be too costly to mail them (approximately $4.00 for 250 packets).

Because of the tremendous weight of the packets it was decided to make different arrangements for delivery. Towards the end of the project the MCLS delivery vans were utilized in packet distribution, as well as for the delivery of packet contents to the assembly sites. The volume and weight of material in a project of this scope necessitates the use of heavy duty delivery vehicles. The project design did not account for this need.

Several hospitals contacted felt the project was worthwhile but felt they could not handle storing a year's supply of packets because of a lack of storage room. Therefore, the project coordinator contacted the MCLS libraries in those cities and arranged for the libraries to store the packets for these hospitals. The Children's librarian was designated as the person responsible for delivering the needed packets to their assigned hospital. The Burbank, Pasadena, Pomona, Santa Monica and Long Beach Public Libraries agreed to store packets for hospitals in their communities.

In addition to packet-related activities, other major project activities involved working with the hospitals to secure participation and soliciting books for the coupon redemption program.

HOSPITAL PARTICIPATION

Securing commitments from and establishing working relationships with the targeted hospitals was a complex and time-consuming task. The hospitals varied greatly in structure and procedures, so the approach had to be tailored to each hospital situation.

The project coordinator determined that when making an initial call to a hospital, the best approach was to

request the educational services department. After a brief explanation of the project, the coordinator was then directed to the appropriate hospital personnel. The following are representative of hospital departments to which referral was made: Educational Services Administrator, Public Relations Director, Obstetrics Administrator and consultation with a representative from the hospital auxiliary.

While a brief summary of the project was relayed during telephone conversations, it was important to set up a meeting with hospital personnel to discuss the implementation of the project and to present a sample packet of materials to be distributed through the hospital maternity wards to new mothers.

The project was enthusiastically received at thirty-seven (37) of the sixty (60) targeted hospitals. Most hospitals required that any material distributed to patients be approved by the medical board of their hospital. The materials were overwhelmingly approved by each hospital where this was a requirement. The approval process did, however, lengthen the time frame for securing hospital participation.

There were instances where appropriate hospital representatives were not available to discuss the project and did not respond to the messages left. In order to reach these hospitals it was necessary to develop a letter which was sent to designated hospital personnel. Even this tactic did not always elicit a response, much less a commitment to participate.

COUPON REDEMPTION PROGRAM

The project coordinator spent much time and effort in identifying and procuring the gift books used for coupon redemption. The project coordinator applied for a grant from B. Dalton Booksellers, and received approval for the grant in December, 1986. The grant of $2,500 was the maximum award available, and was the last grant awarded by B. Dalton before sale of the company.

The project coordinator sought to maximize the number of books which she could purchase with the B. Dalton money, and also sought donations of books and/or money from other sources. She sent solicitation letters to major children's book publishers, wholesalers, and booksellers.

Initial plans called for the distribution of board books, but the Project Coordinator determined that the cost of the board books was too high for the project to be able to purchase in the quantity needed. She began to search for an alternative giveaway item that would be less expensive but still be acceptable to the Baby Committee.

As a result of receiving a solicitation letter from the project, the Publishers Marketing Association included an article on the project in their February, 1987 newsletter.

The same solicitation letter caused an independent bookstore to refer the project coordinator to a wholesale children's book company called Beyda Associates, located in Van Nuys. The owner of this company worked very closely with the project coordinator in obtaining the needed giveaway books. Beyda suggested using the "Little Golden Books" from Western Publishing, a suggestion which was accepted by the Baby Committee. Beyda lobbied very hard to get Western Publishing to donate all or some of the books at no cost, but this effort was unsuccessful. Western did agree to sell the books to the Project for 34 cents each, a very competitive price indeed.

The project coordinator and a MCLS staff person picked up the "Little Golden Books" on May 21, 1987 from Beyda Associates. A total of 7,200 books were transported to MCLS headquarters.

As the books were bundled in packages of twelve from Western Publishing, it was decided to send each MCLS children's librarian 48 books.

Prior to distribution of the books, the project coordinator developed the following label to be placed in each book to recognize the contributions of B. Dalton Booksellers, Western Publishing and Beyda Associates in the acquisition of the books.

This gift was made possible by
the following companies:
B. DALTON BOOKSELLER
BEYDA ASSOCIATES
WESTERN PUBLISHING

The project coordinator distributed to all MCLS Children's Librarians a memo describing the coupon redemption program, illustrating the coupon, and outlining procedures for requesting additional gift books. Similar information was published in the Administrative Newsletter and in Metrodata, the general MCLS newsletter, so that all library staff might become familiar with the appearance of the coupon and with the concept of the coupon redemption program.

PRESENT STATUS OF PROJECT

All of the packets have been distributed to the 37 participating hospitals. Hospitals are continuing to distribute the packets to new mothers and libraries are redeeming coupons by exchanging them for Little Golden Books. Children's librarians have reported informally that some of the parents who have redeemed coupons have said that they had not previously used the public library and were unaware of the services available until receiving the project packet.

MCLS continues to receive requests for information about the project from libraries outside the MCLS service area.

11. Continued services.

The project evaluation form sent to participating hospitals asked if the hospital was interested in continuing the project after the initial supply of packets was exhausted. Of the 18 hospitals which completed the evaluation form, 15 expressed interest in continuing the project. In order to avoid the logistical problems attendant on a packet with numerous individual handouts, the Baby Committee is developing a single brochure which will incorporate those elements of the original packet which the hospitals considered most important. Use of a single brochure will preclude the need to warehouse and inventory many separate items, as well as avoid all of the problems of packet assembly. The single brochure might also be a more effective way of conveying the library's message, since some of the hospital evaluations said that new parents are inundated with information and that the packet might be put aside and not read. A shorter handout might be read by more parents. Allowing the hospitals to distribute the brochures in various prenatal groups might also result in a higher readership.

Printing of the brochure may be paid for from the regular MCLS budget. If the cost is prohibitive, however, printing arrangements will be localized. Some hospitals may be able to pay for printing, while in other areas Friends of the Library groups and local businesses have expressed some interest. The Broadway Department Stores have initiated various cooperative ventures with MCLS, and may be willing to assist with this project.

Some hospitals have already requested permission to duplicate and distribute specific items from the packet. The project coordinator supplied camera ready copies of all the packet materials (including the Spanish translations) to all participating hospitals and to all of the MCLS children's librarians.

Ancillary Applications

Several hospitals requested copies of the packet brochure, "We Are Having a Baby", to use in their parent workshops dealing with siblings. Quantities of this brochure were supplied to Verdugo Hills Hospital and Memorial Hospital, both in Glendale. Methodist Hospital in Arcadia has printed the brochure for use in their classes.

Individual brochures from the packets have been distributed by MCLS children's librarians in a variety of settings, including the Southern California Baby Show and the Reading Is Fundamental (RIF) Fair. The individual brochures will have continued use by children's librarians.

12. Sharing information.

The project was publicized within MCLS by a variety of means. Articles about the project were printed in both the Administrative Newsletter and Metrodata (the latter is the general MCLS newsletter, which is also distributed to other CLSA systems, CLSB members, etc.). The project coordinator presented reports at numerous system meetings, including meetings of the Children's Council, Administrative Council, and System Advisory Board. Special memos and flyers alerted member libraries to specific aspects of the project, such as coupon redemption.

All MCLS library directors and children's librarians received copies of a press release about the project, for use in local papers. The press release was also sent to all participating hospitals. A copy of the press release is

included as Attachment #3. Articles about the project appeared in the following publications:

Glendora Press
Publishers Marketing Association Magazine
Medical Librarians GSCA Newsletter
Highlander Publications
Los Angeles Times
American Libraries
California State Library Newsletter
Several hospital newsletters

As a result of the distribution of the news release, requests for information about the project were received from the following:

Auburn-Placer County Library
Yuma Regional Medical Center (Arizona)
Orange County Information and Referral Service
Washoe County Library (Reno, Nevada)
University of Pittsburg School of Library and Information Science
Cal State Newborn Follow-up Project
Reading Is Fundamental (RIF)
New York Public Library
Los Angeles Lamaze
Denver Public Library
Santa Clara Public Library
East Baton Rouge Parish Library (Louisiana)
Albuquerque Public Library
New London School District (Connecticut)
Working Woman Magazine
ALA Pre-Conference

The project coordinator responded to these requests by supplying a project fact sheet and sample packet.

The project could very easily be replicated in other areas of the state or nation. Indeed, most of the problems encountered during this demonstration phase were related to the large scale necessitated by the demographics of the Los Angeles metropolitan area; if it worked here, it can work anywhere. A program of this type would be relatively easy to implement in an area with a smaller population base, fewer libraries, and fewer hospitals. Experience suggests several modifications in the project design, which will be described in the evaluation section of this report.

The project was too simple in design to justify the creation of a handbook. Anyone interested in replicating the project

could do so from the fact sheet and sample packet. MCLS staff are available to answer questions related to this program.

13. Subjective evaluation.

MCLS considers the project to be a great success. The major achievement was reaching thousands of new parents who were previously unaware of public library services, especially services for parents and young children. The project also succeeded in raising awareness of public library services among hospital staff. Participating hospitals rated the project highly, as indicated in the evaluation summary (Attachment #4).

The biggest failure of the project was the coupon redemption scheme, probably because of the time frame. As indicated earlier, the overall project time frame was extended because of the logistics of packet production and assembly. New parents are very busy just caring for their infants, and can't come to the library right away. By the project's end, coupon redemption was just beginning, and so could not be used as a valid evaluation tool. The slow rate of coupon redemption skewed the children's librarians' evaluation of the project. When the children's librarians were surveyed at the end of the project, they indicated that they loved the general concept of the project, loved the packets, but thought the project was a failure because all of the coupons had not been redeemed.

Experience indicates that any replication of the project would benefit from the following modifications:

- Drop the coupon redemption plan
- Use a single brochure instead of a packet with many separate parts
- Budget for production of brochures in languages other than English
- Budget for delivery of project materials to the hospitals
- Make sure that hospital contacts and local children's librarians have face-to-face meetings

PROGRAMS FOR CHILDREN AND YOUTH

Napa City-County Library 9/30/1987

Napa Valley Connection

Total project period: October 1, 1986 - September 30, 1987

Project Director: Nan Vaaler

Napa City-County Library
1150 Division St.
Napa, CA 94559
(707) 253-4241

Demonstrated multi-type cooperation among public, academic and school libraries in Napa County with library instruction and on-line catalog access.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	13,610		2,000	15,610
Library materials		36,900		36,900
Contract services	36,886			36,886
Other operating expense	18,776		7,635	26,411
Equipment	17,806			17,806
Indirect cost	6,384			6,384
TOTAL	93,463	36,900	9,635	139,997

10. Project accomplishments.

Evaluations by the participants in the selection workshops, teachers whose classes received library skills lessons, and advisory committee members were conducted throughout the grant year. Cumulations of these evaluations are attached

The Napa Valley Connection grant specified six objectives.

The first objective was to train volunteer parents in the management of the school libraries.

We attended the meetings of the head library volunteers monthly and eventually provided reminders, agendas, minutes and follow-up. Approximately 8 of the 21 schools were represented consistently at these meetings. Leslie Chamberlin of the public library and school district administrators also attended. Volunteers' concerns about budgets, facilities and responsibilities were addressed by administrators or referred to principals. This cooperation between administrators, the public library staff and volunteers opened many avenues of communication and understanding.

At the beginning of the grant a library needs questionnaire was distributed to each head library volunteer. Needs included:

1) MENDING BOOKS: a bookmending workshop was held at the Teachers Educational And Materials (TEAM) Center. One of the difficulties of a one year grant for training volunteers is that volunteers tend to change from year to year and require additional training sessions. Therefore, the public library has purchased an excellent vcr tape on bookmending which is available for loan.

(please see attached pages)

11. Continued services.

Servicing of school libraries in the Napa Valley Unified School District reverts wholly back to the district. Volunteer parents have been trained and have a manual on school library management to guide them in future years. The district is more aware of the needs of the volunteers because of attendance of an administrator at volunteer meetings.

Liaison teachers and early retiree teachers will work on book selection and programming with the guidance of a district administrator. The district has committed the Teachers Materials Center to include library operations.

A teacher has been designated to teach library skills and library skills will be included in each content curriculum as well as in the separate curriculum written under the grant.

District administrators have a plan for library development based closely on the one provided by the grant.

The Education Foundation has expressed an interest in funding further library development and has been given a list of ideas to pursue with school district personnel who would oversee such projects.

10. Project accomplishments. - continued

2) FILING RULES, CATALOGING AND PROCESSING OF BOOKS: a workshop on cataloging and filing was held at the public library. A manual on library management was distributed to each school to help volunteers and aides. This manual includes specific instructions on cataloging, processing and filing.

3) WEEDING AND MAINTAINING THE COLLECTION: Weeding guidelines were sent to each school and we went to school sites to check weeded books when asked to do so. An overwhelming majority of the schools have weeded their collections of outdated and shoddy books.

4) READERS' GUIDANCE and PROGRAMMING:

Leslie Chamberlin of the public library presented a storytelling workshop which was videotaped by Mr. John Graham of the district for future workshops.

Milly Lee of the Sonoma County Office of Education presented a workshop on readers' guidance for liaison teachers and volunteers.

The public library has purchased a vcr tape on booktalking as well as a vcr tape/manual on training volunteers to booktalk. Both are available for loan.

The grant and the public library hosted a reception which included Dr. Caroline Feller Bauer as guest speaker followed by library tours. Dr. Bauer spoke on involving students in literature. We are hopeful that the Office of Curriculum Services will continue to hold workshops for volunteers as well as for liaison teachers--both of whom are directly working with the students in the library program.

The second objective was to establish district wide policies and support services in library operations--specifically book selection, ordering and cataloging.

At the beginning of the grant we visited each school site to meet the principals, liaison teachers and head library volunteers and to briefly assess each library and its program.

At the end of the grant we returned to each site to do an inventory of the facility and collection.

We also distributed a questionnaire to aid us in our assessment. 10 of the 25 schools responded to the questionnaire.

During the course of the grant we had four workshops on book selection for volunteers and liaison teachers where we jointly created "core" lists of good books in all curriculum areas. Each site has a set of these lists, which will remain valid for several years and which can be used when choosing purchases for the school library.

10. Project accomplishments. - continued

Each workshop also included a display of new books and those attending were encouraged to look at, read and handle books before purchasing them for the school library.

We have been meeting with Marian Rudolph who will be coordinating book selection for the district in the next five years as an early retiree.

Marian will be working with Leslie Chamberlin of the public library and will utilize the public library's display of new children's books which comes by subscription on a monthly basis and remains in the public library for one week.

We commend the district for recognizing the need for a coordinated and hands-on approach to book selection and the Napa City-County Library for their spirit of cooperation in so willingly assisting the schools in their book selection procedure. We encourage school site personnel to utilize the display books and the core lists in making appropriate choices for library additions.

We initiated and attended meetings of the four professional librarians from the middle and high schools to open communication and professional growth. A member of the public library reference staff and a district administrator have agreed to attend future meetings. This cooperation and communication benefits the district and public library programs.

During the grant we worked with district administrators on the following:

1) a new book selection policy for library books

2) the district literature list of books to be taught at specific grade levels

3) booklists for the TEAM Center newsletter and for individual schools on request

4) a bibliography of books on the Constitution developed with Leslie Chamberlin of the public library and printed

5) letters in support of mini grants from an individual school for library materials

6) plans for facility rearrangement for several schools and for the TEAM Center.

7) language arts day at Alta Heights

These things were done to demonstrate the type of support a professional librarian provides.

We have encouraged the purchase of cataloging and processing when ordering new library books and have set up accounts to provide this from several wholesalers.

10. Project accomplishments. - continued

We have attempted to build an awareness of percent of discount and services available from local bookshops, wholesalers and publishers as well as an awareness of different bindings appropriate for library purchases.

Because the public library and the Baker and Taylor Co. offered the use of a computer ordering system at no charge during the grant year, we encouraged its use on a trial basis. Unfortunately, the logistics and ramifications of joint ordering and accounting were not thought out well enough beforehand. While district personnel thought the system created bookkeeping problems, professional librarians at the middle school and high schools liked the BATA system of ordering. Ideally, the system should have been studied before placing orders.

Schools were understandably anxious to spend their lottery allocations and obtain the books for the students as rapidly as possible. Meanwhile, we asked that they wait and order after weeding, mapping, and assessing needs with their staff and in four different time frames based on our book selection workshops. The ordering process did not begin until January and closed in May. This necessitated the hold over of lottery funds and created anxiety and frustration. Hopefully it also resulted in better choices for library purchases and in the long run will provide better balance in the collections.

We concur with the district decision to revert ordering responsibility to the school sites. However, if there is no guidance as to where orders are placed, greater discounts obtained by total dollar committment and purchased cataloging may not be achieved.

The third objective of the grant was to teach library skills to all fourth grade students in the district.

Each fourth grade student received two sessions of instruction in library skills.

The first session focussed on the difference between fiction and non-fiction, the different types of catalog cards and finding books by using the card catalog.

The second session dealt with a variety of reference books, as well as organizing a research project. Both sessions included the use of filmstrips which have been donated to the Media Center and are available for loan to classroom teachers.

Prior to arranging for library skills instruction, teachers were asked to coordinate the instruction with a specific student assignment to make the skills more relevant.

Class visits to the public library were also encouraged.

During the next five years, Mrs. Analee Humpert will be teaching library skills as an early retiree. We are hopeful that Mrs. Humpert will also develop units and/or train other classroom teachers to incorporate library skills in their teaching.

10. Project accomplishments. - continued

We have written a draft library skills curriculum for grades K-12 to aid this process.

The Education Foundation has purchased a basic reference collection for each elementary school (K-6) library. We are grateful to them for this generous gesture of support for school libraries. We used the reference collection during library skills training this past year, and we are confident that the books will be well used in following years.

When students come to the public library they are more successful when the staff is aware of the assignment in advance. In order to encourage cooperation between the public library and teachers--especially at the middle and high schools--we have placed a poster and pad of assignment alert cards in each faculty room or department office.

Hopefully teachers will fill out the postcard and send it to the public library to notify them of coming assignments that require library work.

These cards should also serve to remind teachers to notify the school library.

We have also distributed a flyer describing the things teachers can do to help the public library and services and materials the public library can offer for teachers.

In addition to the above materials, we have another flyer to help teachers prepare for class visits to the public library and a bookmark to go home with students who do come to the public library on a class visit.

The fourth objective was to prepare a plan for the development of school libraries in the Napa Valley Unified School District.

We traveled to Fresno, Fremont, Sacramento, Concord and Monterey looking at other districts' library programs and read widely on school libraries.

We toured the TEAM, Media and Special Education Centers with district administrators and had these centers in mind as well as school sites in our thinking about library services in the Napa Valley Unified School District.

Prior to beginning the plan we also hired an organization consultant to help us focus on the plan. She interviewed district personnel and conducted a brainstorming workshop on school library development. Based on this workshop we distributed a questionnaire about school libraries and have used those responses in our thinking as well.

In presenting a plan, we debated whether to limit it to realistic steps for a low wealth district whose libraries had lacked professional collection development and staffing. We decided to base the plan on state and national standards, even though they may seem difficult to attain. Without these standards, the vision of a school library program is missing.

10. Project accomplishment. - continued

The draft of the plan was distributed to teachers, administrators, parents, library staff, and community members before being revised to its final form. Barbara Pahre of the Office of Curriculum Services has added the cost analysis of implementing aspects of the plan.

The plan is divided into areas of concern: Collections, Facilities, Programming, Operations and Staffing.

The district has made much progress this year in collection development (see #10 objective 1). Marian Rudolph's appointment to coordinate book selection for the following years indicates an intention to build quality libraries.

The district has also made much progress in upgrading facilities with the allocation of funds for library furniture. No libraries have been closed because of the space requirement for a classroom.

Programming in the district has been accomplished primarily through the reading teachers and been well done. The appointment of Analee Humpert to teach library skills at the elementary level indicates a renewed emphasis on library skills. Although one middle school staff has initiated a research project utilizing the library, we suggest that the same emphasis be placed at each middle and high school.

We commend the district for their attention to discount and purchased cataloging in the acquisition of library materials this year. We realize that schools need to retain control over their library orders and budgeting, but recommend some district input in vendor selection so that discount and cataloging are achieved.

We commend the district for the participation of administrators in meetings of the volunteer library managers and the four district librarians and for the appointment of liaison teachers to work with the volunteers in the development of the library program on site. We recommend payment of these volunteers in order to provided some continuity and accountability in the library program.

The fifth objective of the grant was to demonstrate the value of access to the collections of the public library through computer terminals in 7 schools.

After a delayed beginnings due to damaged terminals and incorrect wiring, terminals and dedicated phone lines were in place at Napa, Vintage, Redwood, Silverado, Shearer, Alta Heights and Vichy schools. Due to concern by Nan Vaaler, Director of public library, about possible student access to patron files, the terminals were located behind work stations.

Computer instruction in terminal use was offered to each of the 7 schools and a manual for the terminal's use given to each site.

John Baxter, the librarian at Napa High School, used the computer access to the public library's holdings to check cataloging information in addition to helping faculty and students locate information. Both John and Rita Felix at Redwood Middle School expressed interest in keeping a terminal following the close of the grant. However, their budgets did not allow that expense.

10. Project accomplishments. - continued

With the help of Judy Fell of the public library, we explored the possibility of modem access to the collections. This would allow a school to utilize an existing computer rather than leasing the terminal and without the monthly costs associated with dedicated phone lines. Costs would be initially the purchase of a modem and appropriate software and later, local phone calls. We rewrote the manual for terminal use* to reflect the modem capabilities. The public library will leave terminals at Napa High School and Redwood Middle School for approximately one month until those schools can get computer modems in place in the school libraries. Schools will pay the dedicated telephone line costs.

The sixth objective of the grant is for the purpose of providing the public library with the experience to place these terminals in the community.

We manned a booth at the Napa City-County fair with a trial modem access to the collection of the public library. Community interest was extensive--much of it from student--and this also encourages the further study of modem access.

12. Sharing information.

At the beginning of the grant we did a presentation to the public library staff. Thereafter, the staff was part of the team in working with the schools and we thank each one of them for their cooperation.

Nan Vaaler, Director of the library, kept the library commission informed on the grant's progress.

We gave three reports to the Board of Education: one after the first quarter, a slide show on the district's libraries during the second quarter report (which was done in May and included some of the third quarter's happenings) and a final report at the close of the grant. In addition, we made an appeal for consistent funding at a March board meeting. This appeal created furor and was not politically wise. At one point we believed that it jeopardized the outcome of the grant. However, attention was focussed on libraries and in retrospect, we believe that the appeal was effective.

We gave the slide show to a meeting of the elementary principals and administrators. We had intended to take the slides to P.T.A. meetings but simply ran out of time.

Barbara Pahre, who for most of the grant was the district's Categorical Program Director and in July became the Director of Curriculum Services, made periodic reports to the Superintendent and other administrators. Mrs. Pahre was our only avenue of communication with the district--which continuously frustrated us in our attempts to get the library message wide-spread. However, Mrs. Pahre has become an effective spokesperson for the library program and we are grateful to her for the year's work. (please see attached page)

13. Subjective evaluation.

We believe that the district is beginning to understand the role of school libraries as curriculum related and integral to each program in the school. We believe that the concepts of hands-on book SELECTION (as opposed to buying), ordering with attention to discount and appropriate bindings, purchased cataloging, and accountable library management will be ongoing in the district. We believe that library skills will be incorporated in most curriculum areas. Two of the seven schools see the value of access to the holdings of the public library and we believe that this process will gain in popularity and desirability as the modem capabilities are refined. We believe that the district will move ahead toward a viable library program.

Because of the time constraints of a one year grant, we feel that each area of the grant received a smattering of whirlwind attention. We would have liked to think out the ordering process before jumping in. We would have liked to do library skills in more depth and at the middle and high school levels. We would have liked to set up procedures for ongoing training of new volunteers. We would have liked to involve the public library staff more. And most especially, we would have liked to convince the district of the necessity of on-site librarians.

After working on this grant, we feel that too much was required in one year. It would be more effective to take several months to get things organized and build team effort with district and public library staffs before beginning procedures. The process would work much better as a two year grant. We would then end

(please see attached page)

Use additional pages for any section, as necessary.

14. Signature Virginia Heitz Lana Stanley

12. Sharing information. - continued

The local newspaper gave coverage to the grant's work on several occasions. Articles are attached. The high school students who do a page in the newspaper and which was mentioned in the grant objectives were uninterested in doing an article--probably because the grant focussed so heavily on elementary libraries.

The radio station interviewed us with an Education Foundation representative when the Foundation-supplied reference books arrived in each school. The radio stations (a.m. and F.M.) each ran a public service message advertising the literature program with Caroline Bauer which we held at the close of the grant.

13. Subjective evaluation. - continued

the grant's work the second June at the close of school and use the summer to pull together all the reports, plans, and assessments that we have frantically done this September.

Despite our feeling of only beginning while we are ending, the assessments of the advisory committee, and the planning committee have been most rewarding. Attached are some of their comments.

PROGRAMS FOR CHILDREN AND YOUTH

National City Public Library 10/30/1987

My Turn

Total project period: October 1, 1985 - September 30, 1987

Project Director: Karen Cropsey Hardiman

National City Public Library
200 E. 12th St.
National City, CA 92050
(619) 336-4280

Peer-group tutoring for junior high school students was provided to improve their skills and help develop a pattern of library use.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	98,042		6,768	104,810
Library materials	3,018	700	1,070	4,788
Contract services	7,066	2,790	1,665	11,521
Other operating expense	2,500	1,780	2,628	6,930
Equipment			3,598	3,598
Indirect cost	9,150			9,150
TOTAL	119,800	5,270	15,729	140,799

10. **Project accomplishments.**

New services and contacts were begun as a result of the project. Formal tutoring was conducted in the library. Library skills units were developed for use by junior and senior high school students. An advisory board that brought together school, library, and community youth agencies was formed. A full set of junior high school textbooks are housed in National City Public Library so students will have access to them after school.

Some services and contacts were extended. The Library-school connections expanded to include library skills instruction and specific subject research. Additional class visits to the public library, including the junior high school previously under-served, were implemented. Future closer communication with school personnel was effected.

Class visits, which the reference staff had already made a part of the yearly services to the other schools, will include showing a video tour of this library, as result of a supplemental grant from FCSCT.

The project's goal remained constant: To provide after-school tutoring in the library and to instill in youth a value of the library for information and recreational reading. Both aspects of this goal were realized. (cont)

11. **Continued services.**

The most tangible continuation is the district's plan to offer after-school peer tutoring at each of 10 high schools and 9 junior high schools. The school will designate a teacher to train the tutors in counseling, rather than academic skills.

Tutors will be paid minimum wage, and will be available to tutor junior and senior high school students who are struggling in their classes, whether remedial or college preparatory, and want to be helped. Students receive no class credit for attendance, and will be referred by themselves, parents, or teachers.

Tutoring will take place on campus after school. Money is available for each high school to implement the program, and is up to the discretion of the principals. Each school could have 4 tutors, each working with one student, once or twice/week.

The district's administrator indicated that Project MY TURN was "a good model" for this tutoring effort. He indicated that certain successful elements of MY TURN were intentionally added to their plan. (cont)

Use additional pages for any section, as necessary. **continued**

10. Project accomplishment

Objectives for both years were attained for the most part.

Objective:

1. Tutor a total of 225 junior high school students for an average of 10 sessions.
   In fact: We tutored 176 students for an average of 11 sessions.
   There are several possible reasons why we attracted fewer students than we had hoped. The schools were primarily responsible for student recruitment and interviews with students and their parents. The school contact tried to regulate the flow of students to us, but occasionally we were left with more tutors than students, especially at the beginning. It was easier to maintain a steady flow at the school library site because absentees could be reported and replaced quickly.
   Although unique in its library emphasis, MY TURN was one of several tutoring options available to area junior high school students. Convincing students to attend tutoring at the library when they could be tutored on campus was difficult at times. Finally, many students tended to stay longer than the 10 sessions we planned. Often they stayed for two or three school report periods (each six weeks long). Therefore, tutors weren't free as often as expected to take new students.

2. To recruit total of 70 tutors. In fact: Recruited and trained 37. A larger number was not necessary or practical. Originally we thought we would have to recruit and train several times during the school year. But tutors originally with the project staved for the entire school year. This allowed tutors to develop more expertise, and provided more continuity to the project.

3. To provide after-school tutoring in the library. In fact: Tutoring was held two afternoons per week at National City Public Library and two afternoons at Granger Junior High School Library.

4. To develop self-paced study units. In fact: A total of 8 units in the area of library skills and 14 units in reading comprehension, study skills, and spelling and vocabulary were designed and used. Originally, the project was to administer a general pre-test to determine students' needs. After consulting with school district administrators, we decided that there would be no method to determine whether general learning resulted from our tutoring, school, or outside experiences. It was decided that a teacher referral would be a more direct, efficient and truer picture of areas of weakness. This method of assessment would also establish a link with the teacher. Therefore, units were designed to be self-contained, with pre-and post-tests specific to the skills taught in the units.

5. To increase students' awareness of library resources and how to access them. In fact: Tutors and students learned what materials can be found in the library and how to use the catalog to locate them. This learning resulted from using the study units, interacting with professional librarians on a regular basis, and being able (and encouraged) to use library resources while doing homework.
6. To establish contact with other agencies who tutor or teach young people in the area. In fact: The Advisory Board was the initial group through which schools, libraries, and other tutoring agencies in the community interacted. During the life of the project most agencies that provide tutoring in the area on a non-profit basis were contacted. Other agencies asked us for information to help them set up their tutoring programs. The downtown San Diego YMCA, Neighborhood Outreach Program, Project OZ, San Ysidro School District, and the Sweetwater Union High School District are some of these agencies. A meeting of representatives of the schools, non-profit agencies, and literacy projects in the South Bay area who tutor youth was hosted by Project MY TURN in early September, 1987. This group and the Advisory Board plan to continue to meet in order to sustain what they see as a healthy and helpful network.

7. To obtain financial backing from local sources. In fact: Sweetwater Union High School District indicated they would have liked to hire Project MY TURN to implement and administer a peer tutoring program district-wide but lack of funds prohibited this. Using exiting staff, their 1987-88 peer tutoring proposal that incorporates as much of the elements of our program as possible. In response to a fund-raising letter sent out during the third quarter of the second grant year, a little over $200 was raised. NCPL will use this money to provide some tutoring help to area youth in 1987-88. Soliciting funds from local service clubs (Kiwanis, Lions) and foundations (Anderson Trust, Parker) is on-going.

8. To disseminate project information and materials city-wide. In fact: Materials to explain the project and to help replicate it were distributed to various agencies in the region. Information was happily shared with anyone who asked. This sharing was not confined to the immediate area.

Present status of the client group has been assessed by various means (SEE APPENDIX 1). A complete summation of each year's project results is found in the third quarter, 1985-86, report and fourth quarter, 1986-87, report.

National City Public Library will retain some of the project in the form of the skills units and videotapes which will be available to the public.

12. Sharing Information.

Elements of our original publicity plan which we implemented were: Several local newspaper articles, letters to parents of participating students, school visits by the project director, and library tours. The proposed poster contest didn't materialize because the school personnel felt it wasn't a very good idea as there was no interest on part of the clients or their parents.

The potential clients received the most "publicity" because they were individually counseled regarding the project. Staff also spent a lot of time publicizing the project to the school district board of trustees, a group virtually ignored in the original plan.

The director spoke to various community groups (Community Action Network, Altrusa). Announcements were made in schools at the beginning of each school year and informational flyers were provided to the schools. Contacts were made with other youth providers and information was exchanged on a regular basis.

Each month a note appeared in the library calendar to inform patrons of the particulars of the project. We knew the community was aware because we received requests for tutoring from people whose children were not in either junior high school. (cont)

13. Subjective evaluation.

Project My Turn achieved the major objectives of the grant. The conclusion drawn from the written and verbal feedback is that it provided a service valued by the participating groups. The project provided an environment in which the self-esteem of both tutors and students was raised, and schools,in addition to the students, became more familiar with services National City Public Library can provide. Students and tutors were made more comfortable using the library.

Because the schools and the district were involved during the planning stage, the grant proposal writers assumed their level of commitment would remain high. However, as the proposed project was initially recruiting students and tutors, the school administrators spent less time and effort to encourage participation by the students in their schools than this library anticipated. This misunderstanding might have been caused by an oversight in the grant proposal. It should have specifically stated the responsibilities of each agency that participated which would have made the start-up period of the project more successful. (cont)

Use additional pages for any section, as necessary.

14. Signature Angela J. Dunmore

12. Sharing information

Each month the project communicated with the parents by sending home a letter designed to keep them aware of their child's progress. A copy of that letter also went to the contact person in the school. The school contact person and the teacher were asked to fill out a follow-up form when a student ceased attendance at tutoring, thereby notifying the school of the student's absence. Parents were notified via the next home letter. The contact people in the schools constantly held student-parent conferences so they could fill any openings we had. These methods of communication seemed to work very well.

A journal article has been written and submitted to American Libraries which will be published in their October issue. (See appendix 2)

As the Center for Early Adolescents studied successful programs for pre-teens, we were interviewed for inclusion in their report.

During CLA '86 numerous library-related contacts were made and, consequently, materials about the project were sent out. At CLA in November, we have been invited to participate in a panel with other local LSCA projects.

Yes, this project should be replicated in other areas of California.

A handbook has been assembled and distributed to the following agencies:

1. National City J.H.S.
2. Granger J.H.S.
3. Sweetwater H.S.
4. Sweetwater Union H.S. District
5. Project LEAP
6. Southbay Community Services
7. San Diego County Board of Education.

Two copies have been retained for patron use at NCPL and one copy has been sent to the State Library (see enclosed). Each handbook contains copies of each unit and all procedural forms, with explanations, plus copies of the videotapes developed with FCSCT funds. This handbook is a "how to" guide for agencies considering a similar program. The project is fairly easy to replicate because the basic concept is so simple.

The Project Director and the Adult Services Librarian have participated in Sweetwater Union H.S. District meetings during the implementation of their peer tutoring program. We were invited to act as consultants and because NCPL will be a tutoring site for them.

13. Subjective evaluation

The problem was resolved eventually by determining who would serve as a contact person in each school. MY TURN had to prove it had the ability and energy to actually run the program before the school administrators would "buy in."

Also, we were unable to work-out an effective method to evaluate the program's long-range impact on its clients. Various methods were attempted but none were successful. Finally, no long-range fund-raising campaign was implemented early enough in the community to be effective. The project kept a low profile during the first year, pinning its hope for future funding on the local school district.

We would do some things differently if we were starting over again.

> Some method to keep track of library cards issued to project participants would be used.
>
> During tutor training more intense library skills would be taught so they could better direct their students in using the library to find answers as well as books to read.
>
> In the grant proposal we would include a small honorarium for the school contact person ($2,000 to be divided among 3 people) to provide motivation for their time spent recruiting and following up on clients of the project.
>
> Lastly, we would initiate a fund-raising drive to solicit contributions from the community at least one year before the end of the project.

Outside evaluation was provided by: (informally and ongoing) the school counselors, librarians, administrators, teachers and NCPL administration; (formally) the Advisory Board. They overwhelmingly were positive in their findings (SEE APPENDIX 3). Any criticism given during the projects duration was helpful in determining how to improve our operation.

Our advice to other grant seekers would be:

1. Have a clear idea of what you want to do and how you will know if you've accomplished it.
2. Work out specific responsibilities for each agency that agrees to participate. Be sure to only be responsible for portions you can control.
3. Use only study units that teach library skills in order to differentiate the purpose of a library-based tutorial program from a school-based one.
4. Consider a drop-in homework program in which students attend when they feel a need rather than as they are assigned by school personnel.

The LSCA grant process, as we see it, could be improved if grantees were given more feedback from State Library on the length and content of the quarterly reports. It would be helpful if the procedure was simply to send a card to indicate that the reports gave the necessary information without being either too long or too short. This feedback would help us in writing future reports.

12. Sharing information.

Through poster sessions at A.L.A. and C.L.A., an article in BARCNOTES, and numerous mentions in media sources, including School Library Journal, CLA Briefings, and San Francisco newspapers, a substantial list of libraries and hospitals interested in Book Buddies has been compiled. Publication of the manual, completed and submitted September 30, has been delayed by multiple problems with the printer. Upon completion of printing, a new promotional/ publicity press release will be sent to professional media sources and interested institutions throughout the state and country.

The manual is intended to serve two purposes: to describe the operation and set-up of the program, and to serve as a model for replication for other libraries and communities. (Please see draft of manual attached to this report).

In addition to the manual, information about the program will be shared with the professional community via an article co-authored by the Children's Services Coordinator and the Project Director, targeted for School Library Journal. A John Cotton Dana entry is being prepared for submission in January, 1988.

13. Subjective evaluation.

Book Buddies is an enormously appealing program. It provides an outreach service to an underserved child population who would not normally be reached, given staffing and funding limitation of both hospitals and public libraries. It brings children, children's literature, and caring adults together, and enhances the library's image in the community.

The success of the Book Buddies program is based on the need for such a service, the well designed blueprints found in the two grant proposals, and the actual implementation. Seeing such a wonderful program actually come into existence was very satisfying.

It was disappointing and frustrating to meet with such limited success in securing future funding. Private foundations and corporate giving programs are deluged with requests for funds for many worthy causes, and are reluctant to provide ongoing funds, especially for a program which has received government support. Ten foundations, carefully researched for interest in this type of program, sent nearly identical letters of denial.

Book Buddies is a service which will continue through the hard work and caring of many individuals. However, without fulltime staffing and administration, it cannot live up to its full potential. Two years of funding is an adequate period of time to set up such a program and meet all of its goals and objectives. To explore all of the options for endowments and fundraising as well, however, such a time frame is unrealistically short.

Use additional pages for any section, as necessary.

14. Signature Marcia Schneider

Ventura County Library Services Agency 11/30/1987

Books To Grow On: A Partnership for Early Childhood Literacy

Total project period: October 1, 1985 - September 30, 1987

Project Director: Susan Peterson

Ventura County Library Services Agency
651 E. Main St.
Ventura, CA 93001
(805) 652-7540

Pre-literacy skills and love of books were fostered in children of low income communities at child care canters in Ventura County.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	107,189			107,189
Library materials	78,899		6,953	85,853
Contract services	500		5,428	5,928
Other operating expense	57,928		12,497	70,425
Equipment	1,914		828	2,742
Indirect cost	9,300			9,300
TOTAL	255,731		25,707	281,438

San Francisco Public Library 11/30/1987

Children's Services Hospital Project (Book Buddies)

Total project period: October 1, 1985 - September 30, 1987

Project Director: Marcia Schneider

San Francisco Public Library
Civic Center
San Francisco, CA 94102
(415) 586-4144

A volunteer corps introduced children's literature and library resources to hospitalized children and their families.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	141,168		38,176	179,344
Library materials	48,140	500	7,000	55,640
Contract services				
Other operating expense	43,036	3,000	24,600	70,636
Equipment	1,001		3,100	4,101
Indirect cost	11,655			11,655
TOTAL	245,000	3,500	72,876	321,376

10. Project accomplishments.

Book Buddies has extended the services and relationships that the San Francisco Public Library shares with eight S.F. hospitals and pediatric outpatient clinics. By providing daily, ongoing, volunteer-based reading services to these health care facilities, 5,000 hospitalized children are now reached annually.

Daily logbook entries are made by all Book Buddies volunteers, which include the following statistics: number of active volunteers, number of stories read, and number of children read to. In addition, the logs provide qualitative information about the program, including the type of interaction between the volunteer and patient/parent/sibling clients. Children and families express great satisfaction in their relationships with the volunteers. In addition, Volunteer Program Evaluations, implemented annually, indicate that the Book Buddies see that their efforts really do make a difference in the lives of the children, in ways that cannot be measured monetarily.

The program established during the L.S.C.A. funding period is firmly in place in the participating hospitals. The goals of improving the hospital experience for children and their families by offering literature programs to the children, creating an awareness of the resources of the public library and the joys of reading have been met. Though not every child is receptive to the program, enough non-readers have been reached to make the program a success.

The goal of establishing a city-wide program of reading services is somewhat jeopardized by the drop in participations by one or two hospitals. Staff shortages and constant change at Letterman Army Medical Center in particular have made it difficult to give volunteers at this facility the support they need. Attrition of volunteers and lack of support on the part of the hospital may endanger the program at this site in the future.

All of the program objectives, including establishing read-aloud collections, recruiting and training of volunteers, and reaching out to non-English speaking children have been met.

11. Continued services.

The Book Buddies program is being continued as outlined in the 1986-7 grant proposal. The Advisory Board acts as steering committee and continues to meet bi-monthly with the Children's Services Coordinator and Children's Program Specialist. A committee of children's librarians, chaired by the former project director, oversees recruiting, training, newsletter production, volunteer communication, and volunteer recognition. Each committee member serves as the library liaison with one of the hospitals.

Due to the generous and sizeable collections provided by L.S.C.A. funds, read-aloud collections will be augmented by donations only in the year following grant funding. Future development will be made with funds pledged by the hospitals.

Two in-service trainings are scheduled for the coming year. These trainings will be funded by the hospitals.

The Advisory Board and the library will continue to seek funds for staffing Book Buddies.

10. Project accomplishments.

Objective 1: Book Box Development and Circulation

* A total of 805 boxes was developed to circulate to childcare and daycare providers in Ventura County. Each box contains 5-15 books, activity cards, and two media items relating to that box's contents.

* An active client group of over 400 clients was recruited to use the program. The average daily circulation to all of our 16 facilities is 20-40 boxes a day, or 400-800 per month.

* A catalog listing the contents of the Concept Boxes was compiled, printed and distributed to all Books To Grow On patrons, 50 California library systems, and to branches of the Ventura County Library Services Agency.

* A computer circulation system was designed and installed in a Leading Edge computer. The computer maintains box checkout, box history, patron history, and prints delivery labels, circulation by branch library, box content inventory. The installation of this computer made the transition to local library maintenance of the program possible.

* Books To Grow On clients and library staff at the circulation desks were surveyed regularly to evaluate the service being provided. Clients and staff were very happy with the program and shared ideas for improvement of the service. Adjustments to the program were made due to this input from the client group and the staff on circulation desks implementing the program.

Objective 2: Workshops

* Developed 3 Workshop prototypes and presented them numerous times throughout the county. Sites for workshops included: library facilities; Day-care Association meetings/workshops; Childcare Licensing meetings; Early Childhood Education classes; childcare facilities. Workshops were customized to meet attendees' expertise, seasonal interests and workshop presentation time frame. Workshop handouts were altered to meet varying needs.

Objective 3: Parent Brochures (1st year)

* Purchased 10,000 "Learning Begins At Home" brochures published by the World Book Publishers. Over 7,600 of these attractive brochures, featuring Bill Cosby, were distributed to parents, childcare providers and teachers. Brochures were distributed through the childcare providers to the parents of the children in their care; to parents and childcare providers through community library programs and display tables; and to workshop participants at grant-sponsored workshops.

* Designed and printed 10,000 "Reading Begins At Home" brochures. Distributed over 5,800 brochures to parents, childcare providers, teachers, and Early Childhood Education students.

Objective 3: Contacting Library Non-users (2nd year)

* Recruited 405 Books To Grow On clients to use the program. There is virtually an equal number of home-based and center-based providers in the client group.

* Recruited Spanish-speaking clients through the Bilingual Education program at the County School Office. Staff introduced the program and displayed "Spanish" boxes to Spanish-speaking childcare providers and the children in their care.

Objective 4: Storytelling Workshops

* Developed a storytelling workshop prototype and presented it over eight times during the first year at various sites around the county.

* Developed a storytelling handbook and a fingerplay handbook to distribute to workshop attendees. The fingerplay handbook was also distributed to each new client when he signed up for the program.

* The workshop outline and the storytelling/fingerplay handouts were used by Children's Services staff during the second year of the grant to continue giving storytelling workshops to Early Childhood Education classes at Oxnard and Ventura Colleges on a quarterly basis.

Objective 4: Parent Shelf Brochures (2nd year)

* Developed and annotated fourteen parent shelf booklists and formulated them into fourteen attractive parent shelf brochures.

* Researched and developed a county-wide mailing list for distribution of the parent shelf brochures into the community. Sent letters describing the products with sample copies to:

  405 BTGO clients; 20 school districts; 12 hospitals; 130 marriage and family counselors; 41 dentists; 111 pediatric physicians; 43 ob/gyn doctors; 11 pediatric psychiatrists; 131 nonprofit agencies; 16 libraries of the Ventura County Library System.

* Received and filled requests from 58 agencies for over 11,997 copies of brochures to utilize themselves or distribute to their clients.

* Received over $160 in contributions from mailing list recipients to support future printings of the parent shelf brochures

11. Continued Services.

It was the intent of the Ventura County Library Services Agency, when it first applied for the LSCA funding for Books To Grow On, to ultimately transition the program to local operation. This transition took place during September 1987. A half-time library assistant staff person was hired to handle the daily circulation, check-in, overdue monitoring, trouble shooting, and box maintenance. This half-time staff member works daily from 1-5 p.m. Monday through Friday. Clients either call during the

afternoon or leave a message of boxes desired to check out on the phone answering machine. Boxes are then checked out to the client and the client is able to pick them up from his local library site after they are delivered there the next day by the library delivery vans. The daily delivery handles between 20-40 boxes a day being delivered for checkout to clients in the branches. The delivery vans also return any boxes from the clients on a daily basis from the branches. The smoothness of this service transition to local control was greatly increased by the addition of a mini-computer circulation system purchased in the third quarter of the first year of funding. By the end of the LSCA funding, the computer program and the circulation and delivery policies/procedures had been tested and refined--guaranteeing a smoother transition.

Ongoing service will include the replacement of lost or damaged books in the boxes, plus the addition of new titles purchased out of the regular Children's Services budget, to keep the boxes fresh and up to date. Every six months, we will survey our users and evaluate our level of service. If our client group is dropping off, we can mail program brochures out to all of our inactive patrons and to daycare providers currently licensed with the Ventura County Resource and Referral program. During the summer months, when box circulation traditionally drops, we will purge out inactive patron files, personally contact each, and either reinstate them or remove them from our files.

Ongoing outreach to the client group will occur due to the contacts made by the grant staff. The Children's Services Division is contacted regularly by the Early Childhood Education programs at the local junior colleges to present workshops to their students. The Children's Home Society and the County Childcare Licensing staff also contact the Children's Services Department for sporadic in-servicing of their client group. Handouts, brochures and booklets prepared by grant staff are distributed to participants at these workshops and at programs held at community libraries.

12. Sharing Information.

The basic program concept has been very successful and would be of interest to other libraries. In fact, childcare providers leaving the Ventura County area have contacted the program for information about the service to approach libraries in their new communities with. We have also been contacted by a private Jewish library in the Los Angeles basin area to explore the possibility of duplicating this service in Los Angeles.

Local Information Sharing

* The program has received coverage by almost every local paper in Ventura County. Program staff have been interviewed on two local cable stations plus a local radio station.

* The program has shared information about the program and services with the client group through sporadic newsletters. These newsletters covered policies and procedures as well as shared ideas on how to use the boxes more effectively with children.

* The program has been introduced to the community through the numerous workshops and presentations presented by both the Books To Grow On Director and also the Children's Services Division Manager. These programs and workshops have been presented to: parent groups, daycare associations, regional childcare licensing meetings, Childcare Resource and Referral Conferences, childcare centers, and Early Childhood Education classes from local junior colleges.

State and National Information Sharing

* The program was presented at the CLA Trading Post in 1986 and 1987.

* The program was presented and discussed at the September 1986 Black Gold Cooperative Library System Children's Services Committee meeting.

* The program was submitted for consideration for a John Cotton Dana Award in 1987.

* The program was submitted and was awarded a NaACO Public Relations Award in 1987.

* The program has been shared at a Southern California meeting of the Children's Services Management Consortium group.

* Concept catalogs of all of the concept boxes were mailed out to all of the library systems in California and to resource and referral agencies statewide.

13. Subjective Evaluation.

Overall, the Books To Grow On Program has been a great success. The service directly met a need of the childcare community by prepackaging effective and useful books and materials in an easy-to-use and easy-to-

* Workshops seemed most successful when they were presented with another sponsoring agency or in conjunction with another function or training event. Childcare providers did not seem interested in giving up their precious off-work time in order to attend a training program. It would possibly be more successful if the workshops were built into the ongoing training programs of childcare centers or in planned training functions of local NAEYC conferences.

* The lack of foresight to see the need and efficiency that a computerized circulation system would lend to this program was unfortunate. Luckily, the State Library listened to the expressed need and was flexible enough to allow the computer's purchase.

* The program has raised the needs of other child-serving groups for this type of direct "packaged" service. Foster parents, parents of handicapped children, parents of children who would like to supplement their child's home education, church teachers, kindergarten/first/second grade teachers, all wanted to use the program and had to be turned away! To allow these users to use the program would destroy the responsiveness of service to the intended user group. The library does not, however, have the space, time or resources to prepackage for these other user groups in the future. The library was often in a bad public relations situation when it had to say "no" to these expressed needs.

* The storage need for this grant program is much greater than was originally projected. A library projecting this service would need to examine their available floor space, the size of their delivery vehicles, and the present daily delivery load of the delivery vehicles to make sure they could handle a program that <u>will</u> be this popular!

* It was unfortunate to not write a specific objective to service the needs of the Spanish-speaking community in this grant. The decision was made in the original grant proposal to go after the regular childcare provider in the English-speaking community. We knew the English-speaking population was a ready, willing and receptive audience for the service. We did not realize how quickly we would penetrate this community, which would then make it possible (if the book resources had been there) to service the Spanish-speaking community. We just opened the communication with this community at the end of the grant. The Spanish-speaking community was very receptive to our overtures, but it is going to take more than the few initial contacts to win these traditional non-library users into Books To Grow On patrons.

Yolo County Library 10/22/1986

To The Library

Total project period: October 1, 1985 - September 30, 1986

Project Director: Joann Schwartz

Yolo County Library
373 N. College St.
Woodland, CA 95695
(209) 488-3205

The library habit was promoted among children in isolated East Yolo communities through publicity and transportation subsidies for visits to the library.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	6,643		8,185	14,828
Library materials	6,036			6,036
Contract services				
Other operating expense	2,547		429	2,976
Equipment				
Indirect cost				
TOTAL	15,226		8,614	23,840

pick-up service. The childcare providers and the children continually refer to the boxes as "treasure chests"--a description that reveals the excitement and adventure that these boxes bring to the lives of the childcare providers and the children in their care.

Service and Program Successes:

* Increased contact between the library and the childcare community.

* Increased client use of libraries and books.

* The children of over 400 childcare providers having regular experiences with books.

* Critical input of library staff and clients indicating a commitment to the program and a desire to see it become the best possible.

* The program was so popular that it literally sold itself! Word-of-mouth advertising sold the program from childcare provider to childcare provider!

* Ability of the grant staff and the staff at the Library to stop and reevaluate the program and make adjustments along the way to make the program as successful as possible.

* The existence of the program meant that the picturebook collections in the community libraries were no longer being drained by the childcare community, thereby leaving more of a selection for family users.

* Children's staff are committed to the program, as it provides an alternative service referral point for childcare patrons. This reduces the stress on staff members who are not familiar with picturebooks for children and cannot confidently make recommendations of book titles for patrons.

* The development of the parent shelf brochures provided recommended lists of books for agencies/childcare providers/parents/adults on "touchy" topics. Many of the agencies we contacted about the parent shelf book titles were unaware of the wealth of informational books available on these topics for children. The lists were so attractive and so widely distributed, that they provided a good public relations link with agencies and adults working with children that the library has not had contact with before. The quick and enthusiastic response to the parent shelf distribution letter demonstrated that the booklists were a needed tool by many professionals working with children. These lists also provided tools for non-children's library staff to use in referring parents and adult patrons to titles to use effectively with children on these touchy topics.

* The workshop presentations in the childcare communities provided a forum for the library to convince childcare providers what an important link they are in the education of today's children. With more and more mothers working, the childcare community is being forced to take on the role of mother, nuturer and preschool educator to these young children.

Many of the providers were not convinced enough prior to the program's implementation of the importance and excitement of using books with young children. The workshops provided a vehicle for exciting the childcare community about using books with children and recommending some effective ways to use them. The workshops also allowed the library staff to network into the community and to establish some long-term working relationships with the "leaders" of the early childhood education community. These contacts are resulting in continued involvement of the library in workshop presentations in the childcare community after the grant funding has ended.

* The shift in staff mid-program, although initially traumatic, resulted in some important program and service viewpoints being shared. The original Director and Aide both had extensive childcare experience. They represented the needs and viewpoints of the childcare community, and were able to shape the program so that it was accessible and functional within the childcare setting. The second Director and the two part-time Aides all had strong library backgrounds. They were able to refine the book box contents due to their strong background in children's literature, plus they were able to critically examine the circulation policies and procedures. With the changes made by the second-year staff, the grant was able to be easily transitioned to local control.

* The addition of the Leading Edge computer significantly reduced the paperwork necessary in maintaining a manual circulation system. The word processing program in the computer allowed the staff to utilize the inventory files of the book boxes to generate the Concept Catalog process. The computer program, in the long run, will help us to maintain the boxes in good shape by maintaining lost and damaged material information and signaling those boxes that are damaged or incomplete for replacement attention.

* Shifting the box storage from a mini-storage unit to the delivery area of the library significantly cut the time demanded of the staff for daily circulation and box return. On-site location also allowed the careful review and evaluation of the book boxes by grant staff. The mini warehouse was very isolated and cold. The staff could not have conveniently and safely reviewed the boxes in that locale.

* The development and distribution of the educational brochures to parents allowed access to part of the population that libraries have a hard time accessing unless the parents are already library patrons. Many parents are unaware of the importance of building a strong foundation for their child's future success in school during the preschool years. The distribution of these educative brochures allowed the library to voice an important message to an often unreachable population.

<u>Service and Program Failures</u>:

* The lack of interest in storytelling training and having volunteer storytellers visit the childcare site was unpredictable. Recruitment of volunteer storytellers to service childcare providers was almost impossible. What was also surprising was that the providers also did not seem to want to have a volunteer come to their facilities to tell stories.

10. Project accomplishments.

CIRCULATION:

To establish a baseline prior to the project (in 1984) the circulation from Bryte and Broderick was totaled using the recordak film record. Each quarter of the project a volunteer did a similar count and the results were compared to the baseline. There was a 44% increase in the number of items checked out by the people living in Bryte and Broderick. We exceeded the target goal of a 20% increase in circulation.

REGISTRATION:

In February 1985, when we conceived the idea of applying for the Grant, we began a daily tally of the new library cards issued from Bryte and Broderick. This count was continued until September 1986. Therefore, there was an eight month time period that could be compared: February 1985 through September 1985 and February 1986 throu September 1986. 351 new cards were issued to people living in Bryte and Broderick during the 8 months of 1985. For the same period during 1986, 716 new library cards were issued to people living in the target area. This is an 104% increase. A 20% increase was anticipated so this increase was significantly higher than our goal.

During the full 12 months of the grant year, the library registered 1135 new people. Of this number 729 cards, or 64%, were issued to children. This compared to 35% of the new cards issued to children during the 8 month comparative period in 1985. This introduction to the library to so many children was a highly successful activity that the grant enabled the library to achieve.

CLASS VISITS:

As our goal, we anticipated there would be 30 visits of the children's librarian to the schools and 30 class visits to the library. During the grant year there

(continued on page 2A)

11. Continued services.

The big loss to the Turner Branch for 1986/87 was the reduction in the hours of the children's librarian position from 40 to 32 hours per week. This resulted because the children's librarian resigned, the position became frozen, and in order to balance the library budget, the County Librarian had to make cuts in personnel. This cut will impact the services to the children of East Yolo. Unfortunately we must reduce the preschool story programs and the after-school programs. The library staff shall endeavor to maintain the same level of service for classes visiting from the schools. The Washington Unified School District has agreed to bus, at their expense, the classes from the same 2 schools for the 1986-87 school year. The transportation subsidy for the free return bus ride for people living in Bryte and Broderick is being continued at the same level by the East Yolo Friends. The book budget for Yolo County increased for 1986-87 by $10,000. East Yolo will receive a share of this increase but not the equivalent of what was augumented by the Grant.

10. Project accomplishments

(continued from page 2) were 32 school visits and 32 class visits. In order to maintain the same level of service to the other schools and people in the community not in the target area, during the grant year we limited class visits from the target area to one bussed class and school visit per week. Handling 32 classes from the target area was the maximum that the library staff could handle. Since the library had only 1 class visit from Bryte-Broderick schools the previous year, this activity was increased by a healthy 3100%. The school district voted to continue this activity for another year and the library staff is delighted.

BUS COUPONS:

The estimate of issuing 50 bus coupons per month was not realized. In July 1986, 37 coupons were issued and that was the highest monthly number. The average monthly number issued was 17.

Although the numbers of the bus coupons issued were less than expected, this subsidy does appear to help a small number of readers in the target area. The staff is pleased that the East Yolo Friends will continue to support this aspect of the project this coming year.

USER SURVEYS:

Three user surveys were conducted: the first in September 1985 before the project started, a second in November 1985 and the final one in September of 1986. Each patron who checked out books that lived in Bryte or Broderick was asked to complete a form asking their age range, the mode of transportation, if they were satisfied with what they found, and suggestions for improving library service. Children from the bussed classes were not included. There were 28 respondents in the first survey, 44 in the second and 43 in the final survey. This represented a 55% increase of users from the target area. Each time there were 8 respondents who did not come by car; they used the bus, biked, or walked. We suspect that these people were the same in each survey. In response to the question of suggestions for improving service, 8 people indicated they would like the library to be opened longer hours and 11 wanted the library to have more books, three requested more books in large print, and 1 wanted faster service on requested items. All the people who responded were highly satisfied with their library service except one. That individual wanted the library to be open longer hours, and more books on Jefferson.

12. Sharing information.

The project was successful in providing information about the project to the client group. Welcome packets were given to newly registered patrons which included a book bag, an attractive bookmark, layout map of the branch, and a sticker which all served a useful purpose as well as advertised the library. A leaflet explaining the bus coupon program was distributed door to door by boy and girl scouts to all of Bryte and about half of the Broderick area. The librarians addressed community groups about the project and news releases appeared in the local paper from time to time.

No effort has been made to share information about the project with the rest of the State or has any handbook been assembled. I believe elementary schools without libraries and located too far for children to walk to the public library can greatly benefit from this kind of cooperative program between the schools and the library. I would suggest other libraries replicate this activity, because it is a great opportunity to introduce children to the wonders and treasures of the public library, many of whom would have no library contact until they reach junior high school.

13. Subjective evaluation.

Our great success was the class visitation aspect and the large numbers of children we introduced to the library. The vast majority of these children did not have library cards. Many of these children had no idea what a library was and that the library had special books and services for children. Going to a library just was not in their family's vocabulary or activities.

There has been no evaluation by any outside group.

Our consultant, John Amend, was helpful, understanding and always returned telephone calls promptly. The service the State Library provided was sufficient and helpful.

I would not consider the leaflet distribution a failure, but I would not consider it a productive way to reach new library patrons. We could not establish any connection between the leaflet distribution and the increase in the new borrowers from the target area. Our biggest increase was children as a result of the class visits. We noticed children coming to the library with parents in tow before their scheduled visit because they were excited about the visit of the children's librarian to their class. Many of these parents registered for cards themselves. My impression was that the children led their parents to the library.

Use additional pages for any section, as necessary.

14. Signature Mary L. Stephens

PROGRAMS FOR THE DISADVANTAGED

Kern County Library 10/30/1986

Libraries and Authors: Cultural Enrichment

Total project period: October 1, 1985 - September 30, 1986

Project Director: Barbara Swanson

Kern County Library
1315 Truxton Ave.
Bakersfield, CA 93301
(805) 861-2130

Children's authors visited classrooms to stimulate reading and encourage related original writing by children.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits			13,000	13,000
Library materials	2,300		15,000	17,300
Contract services				
Other operating expense	10,950		3,000	13,950
Equipment				
Indirect cost				
TOTAL	13,250		31,000	44,250

10. Project accomplishments.

The stated goal of the Kern County Library's L.A.C.E. grant was to enrich children's reading and literacy cultural experiences by giving them opportunities to meet a children's author, and we certainly feel that our wonderful project accomplished that goal. In fact, while we met that stated goal, the success of our accomplishment goes far beyond that. We sincerely feel that the grant touched both children's and adult's lives, heightened their awareness of the humanness of the writing process, and at the same time increased their appreciation of and skills in identifying excellence in authors and books.

Perhaps the second greatest accomplishment of L.A.C.E. was that it put the Kern County Library in the forefront in our county when children's books, children's authors, and children's cultural experiences are discussed. While children's library work has always had a great deal of respect throughout the county, this grant greatly reinforced our expertise and we are reaping the benefits of this renewed interest in the library.

Since serving the children was our primary focus, the success of L.A.C.E. depended on the profitable and positive experience the children had getting ready for the author visit and finally meeting him or her. Without a doubt, L.A.C.E. motivated children's reading, creative writing, and use of the library. But in addition, branches report that some children, as a result of the visit, are mentioning writing and illustrating as possible career choices. We have also seen evidence of a greater understanding of the process involved in making a book and books created by children for the Kern Reading Association's Young Author Fair definitely reflected more sophisticated and creative efforts. A few Kern County children have continued a correspondence with an author they met at their local library. The gains, as evidenced by responses of participating children, go on and on and it is the isolated cases of individual children asking about specific authors, referring to that authors' books, or talking about their own attempts at creative writing that really attest to the success of L.A.C.E.

L.A.C.E. also benefitted teachers and parents in more meaningful ways than just the obvious ones of increasing their knowledge of good children's authors and books. It really helped convince many adults that children are quality influenced and enriched by the first-hand experience of meeting an author. We found adults as excited about the author visits as were the children and we found them just as eager to attend future programs. They became "hooked."

Schools also reaped the benefits of the grant's success. Participating schools not only enjoyed visiting the library (some for the first time!) and meeting the author, but they turned to us with renewed respect for advice in establishing their own author visits.

Ties with communities in general were strengthened during the year of the L.A.C.E. grant in a very significant way. Our small, rural towns were absolutely thrilled to be included on the authors' tours and so surprised that they were not excluded because of size and geographic isolation. Over the years these little towns seem to expect to be left out of very special programs, so when efforts are made to include them, the whole town becomes ecstatic. It is always rewarding to be appreciated and because of the L.A.C.E. grant, our authors, and our local branch libraries, and the Kern

County Library System as a whole received royal thanks from rural communities.

Of great importance to us was the hope that local branches and local branch staff would reap benefits from the accomplishments of L.A.C.E. And they did, most certainly. On one level, the branches were given an event that forced them to work even harder in their communities strengthening contacts, marketing their program, and organizing the logistics of the author visit. Staff rose to the occasion and did an absolutely effective job honing their public relations and managerial skills. At the same time, their individual self-esteem rose as a result of their successful efforts and their personal confidence increased due to new and renewed skill levels. Probably the greatest benefit to the library system as an offshoot of the grant was the increased staff morale, especially in our small, rural branches. For the first time in a long time, they did not feel left out. They not only felt included, but honored to host celebrity authors as gifts to their respective communities.

11. Continued services.

Plans for continuing author visits were enthusiastically begun while the L.A.C.E. grant was still in operation. Unsolicited requests for future cooperative author visits poured in from schools all over Kern County. In addition, other schools began calling to ask for suggestions of possible visiting authors for their own school, addresses, publishers' contacts, and suggestions for successful author visits. Money from the Kern County Friends of the Library has been specially earmarked for children's programs and the Friends are encouraging us to use it for author visits. At the present time I am negotiating with Harcourt for an author visit by Caldecott winners, Don and Audrey Wood. Their visit would be financed by the Friends and shared with Vieweg School in Ridgecrest.

At the present time I am working closely with the Panama School District and the Kern Reading Association to help bring more children's authors to Kern County.

Even local Friends groups of geographically isolated branch libraries are looking into the possibility of funding their own author visits in the future. "Author fever" has caught on and is rapidly spreading with the Kern County Library at the helm leading the procession.

12. Sharing information.

Publicizing the success of any first-rate program is a pleasure and it has certainly been easy and fun to promote L.A.C.E. Since author visits to Bakersfield have been infrequent at best (and non-existent in rural communities), the response by our communities was overwhelmingly supportive. Organizations willingly published our publicity in their newsletters and even called us to solicit articles. Newspapers elaborated on our news releases, generously printed pictures of the authors, and often attended the author visit in person to do a special interview with the author with pictures and a follow-up article on the library event. Sign and flyer publicity as well as P.S.A.'s succeeded in reaching intended patrons and resulted in eager audiences for each author visit.

To share our successful project beyond Kern County we submitted an article and picture to School Library Journal. We earnestly hope they will publish it in an upcoming issue. If not, we will re-submit the article to Wilson Library Bulletin and Top O' The News. We feel this quality program should be shared nationwide. To share our success with other public libraries, we have reserved a spot at the Children's Services Chapter "Trading Post" at C.L.A. on Saturday, November 15. With pictures, sample flyers and newsletters, we hope to show other children's librarians exactly how the program could and should be replicated. Staff will be on hand to answer questions and spark enthusiasm for similar endeavors.

If public libraries can raise donations for craft supplies, puppet/magic/mime programs, refreshments for programs, then they can certainly target similar monies (and raise additional funds) for such fundamental programs as promoting books through their authors. We intend to continue to do our best to show everyone we meet how and why this should be done.

13. Subjective evaluation.

In evaluating our L.A.C.E. grant, our successes come immediately to mind. An incredible number of children, parents, and teachers met our excellent authors and were motivated to read more, use the library more often, do their own writing, and attend and help promote future author visits. Our branch libraries gained status in rural communities as did the Kern County Library System. Local contacts were developed and strengthened and the networking established for future cooperative efforts.

As for failures, we honestly had no problems. Naturally, there were many who did not attend author programs, but we never expected 100% participation and small libraries can only accomodate small audiences. Attendance figures reached 6.5% of our target group instead of the 10% projected in our objective, but we were still thrilled with that high number.

If we had the project to do again, the only thing we might change would be to increase the amount of money asked for in the grant application. The amount we applied for and received was just exactly right for one project, but we had so much success with our authors that we would like to have been greedy and asked for more!

Seriously, everything ran very, very smoothly and our success should be credited to careful planning, continuous communication with all participants, plenty of preparation time, and a tight schedule that worked.

To any library system organizing author visits, I would give the following advice:

1. Establish strong contacts with publishers as well as with teachers and librarians around the state who use authors. Get personal recommendations before you schedule authors.

2. Make definite arrangements with both publishers and the authors themselves. Spell out how many programs are to be done each day, length of each program, the honorarium and expenses to be paid, size and age of audience, travel time involved, etc. Leave nothing to chance. Pull no surprises.

3. Find out the author's specific needs and wishes. While we had marvelous relations with each author, that is not always the case. Some authors have a reputation for being on the tempermental side. Ask about hotel arrangements; food preferences; lengths of breaks needed between programs; whether the author prefers intimate dinners, staff potlucks, or dining alone; etc. Authors love to be treated royally and they serve you better when they are.

4. Give yourself plenty of time to plan, organize, order books, publicize, fine-tune your schedule, and communicate. Whenever possible, let other participants help with the planning. Staff thrives on making things work out and when they have a hand in the preparations, things usually work very, very well.

5. Enjoy. You've worked hard for author visits and you should take the time to relish the joy of the event. Make a friend of the author and you're set for a long-lasting and very meaningful friendship.

Use additional pages for any section, as necessary.

14. Signature Barbara Swanson

10/85

continued

PROGRAMS FOR THE DISADVANTAGED

Monterey County Library 10/20/1986

Thu-Vien Project

Total project period: October 1, 1985 - September 30, 1986

Project Director: Judith Sulsona

Monterey County Library
26 Central Ave.
Salinas, CA 93901
(408) 424-3244

Quality library service was developed for Vietnamese residents through staff training, addition of language materials and a public information program.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	32,213		4,000	36,213
Library materials	19,322			19,322
Contract services	3,280			3,280
Other operating expense	6,651			6,651
Equipment	333		3,000	3,333
Indirect cost	635			635
TOTAL	62,436		7,000	69,436

10. Project Accomplishments.

a. STAFF TRAINING:

The three staff development workshops offered 15 library staff members and service personnel from other agencies the opportunity to learn and begin to understand the history, culture, language, personality, needs and problems of the Vietnamese residents of our area. The positive response to both the contents and delivery of the workshops was evident, not only in the comments expressed in the evaluation forms, but also in the level of participation of those who attended the workshops.

The workshops were designed by project staff, members of the Advisory Committee, and consultants, taking into consideration the interests and concerns expressed by library staff members who were surveyed during the first quarter of the project. Some of the concerns included proper forms of greeting, body language, personal and family names, and ways of making the library attractive and accessible to the Vietnamese community: signs, programs, library card application forms in the Vietnamese language, etc.

Karen Shender, a linguist who offered similar workshops to familiarize our staff with the Spanish language and the culture of our local Latino community, also attended the THU-VIEN PROJECT workshops and incorporated her comments into the multi-cultural model enclosed.

One important result of this training program, especially of the third workshop, was that it brought the library as a resource and as a channel to disseminate information to the attention of agencies with which we had had little or no direct contact before.

We regretted not being able to offer the workshop on services and programs for Vietnamese children. Unfortunately, the consultant we contacted for the activity was not available during the time frame of the project. Our interest in developing such services, however, is very much alive and we are considering a similar event as part of our ARTS FOR CHILDREN SERIES, a library-sponsored program, partially funded by a grant of the Monterey County Cultural Council.

All workshops were video taped and an audio tape with the contents of the Vietnamese language workshop was produced. We have already begun using them as training tools. Library volunteer story tellers who are interested in working with Vietnamese children are using the video tapes to familiarize themselves with the community.

b. COLLECTION DEVELOPMENT:

As of September 30, our Vietnamese materials collection consisted of over 600 book titles, 392 music and instructional cassettes, and of subscriptions to four magazines and two newspapers.

(1) Books - Our objective was to develop a collection of 500 titles in Vietnamese, in coordination with Project ASIA and following the guidelines established by the Advisory Committee and the project staff. By September 30, over 600 titles had been received. The Advisory Committee members agreed that the selection guidelines were followed closely and were favorably impressed by the diversity of materials.

(2) Newspapers and Magazines - We began by asking Project ASIA for titles of Vietnamese periodicals that are favorites of other Vietnamese residents of California. Several suggestions were received. These were evaluated by the project staff and the Advisory Committee. Since the residents of our area have more affinity and are in closer communication with the San Jose -San Francisco area than with Southern California, it was decided to subscribe to four magazines published in Northern California. The two newspapers, however, are both published in Orange County, but are national and international in scope. A list of these publications is enclosed.

(3) Cassettes - The music and the instructional cassettes were mostly purchased from record stores and instructional materials vendors in the San Jose area. A total of 392 were purchased for the Seaside and Marina Branches. The cassettes with Vietnamese folk and contemporary music are extremely popular among people of all ages and have attracted to the library persons who are not able to read either language.

(4) The project director, with the assistance of members of the Advisory Committee, was successful in uncovering sources of free pamphlets in Vietnamese. These materials were placed on a special display rack located near the shelves where the books and tapes in Vietnamese are housed. A list of sources of free materials is also enclosed.

Separate shelving areas were designated at both branches for the Vietnamese materials. Signs in Vietnamese clearly distinguish these collections.

Attractive flyers listing selected book and cassette titles were distributed at the branches and through service agencies and schools, and were mailed directly to the homes of 300 Vietnamese families. It is difficult to estimate what influence, if any, these flyers had over the circulation of the materials listed over others not included, since practically every item placed on the shelves circulated.

Circulation of Vietnamese materials:

	Printed Materials	Cassettes	Total
Oct-Dec/85	16	0	16
Jan/86	34	0	34
Feb	67	15	82
Mar	133	161	294
Apr	427	233	660
May	421	208	629
June	546	141	687
July	612	142	754
Aug	615	119	734
Sept	449	81	530
GRAND TOTAL	3320	1100	4420

As statistics indicate, circulation rose from 16 during the first quarter, to 754 during the height of the summer outreach activities. The drastic drop in September may be attributed to the fact that, because our offices were closed for remodeling during part of July and August, we did not distribute any new books or cassettes during August

and September. This is a clear indication that, unless the collection continues to be renewed and enhanced, the interest in library materials, fostered by this project among the Vietnamese community will not be maintained, especially among the Vietnamese monolingual population.

c. LIBRARY INSTRUCTION:

Our main library instruction tool was completed in August. OUR LIBRARY IN THE NEW LAND consists of a bilingual handbook, an audio cassette and a video cassette describing library services and use in detail. The distribution of this packet had been scheduled for July. However, the production of these materials, especially the video cassette, took much longer than originally estimated. The process of developing a product of professional quality required multiple filmings, re-writing of script, and long hours of editing. The result, however, was very satisfactory and received the approval of the Advisory Committee and service agency staffs, of students and teachers of eleven ESL classes, and of 60 families in whose living rooms the video tape was previewed. We received the following comments from Sandra Weaver, a volunteer story teller and staff member of the Social Services Department:

> "Thank you for letting me borrow the packet of materials on library use. I thought the video cassette, in combination with the handbook, was an appealing and informative introduction to the use of the Seaside Branch and libraries in general. A lot of care and work went into the production. I'm sure that aspect of the Thu-Vien Project must have been rewarding for the participants. As a County resident and library patron, I think it is most worthwhile. My only negative comment is that the handbook should contain a date of completion."

The staff observed how much more effective a video tape format is than a slide show, since it provides for more thorough coverage of the information and for better continuity in the presentation. It is also a more dynamic medium. The project director found that, regardless of their income level, most Vietnamese families have a video cassette player. Since video clubs and Vietnamese markets in the area carry video cassettes in that language, this medium has become a very popular form of entertainment. Therefore, we expect our instructional packet to be easily accessible to most families.

Unfortunately, the delay in the completion of these materials did not enable the staff to complete the evaluation process. Reports from the two branches indicate that an average of two packets circulated per week during September. The head of the Marina Branch commented that many of the Vietnamese people using that branch had viewed the video tape in their ESL classrooms or during a home visit. We did not have time to offer these materials to other libraries before the end of September, but the County Special Services Librarian plans to pursue their distribution.

d. CLIENT INVOLVEMENT:

Our objective was to register as library card holders 25% of the Vietnamese residents of Seaside and Marina who, at the beginning of this project, numbered 3615. By September 30, 1139 Vietnamese persons had applied for library cards, which represents 31.5% of the population. Only 310 Vietnamese persons had library cards in November of 1985. To accomplish this objective, the staff implemented the following outreach activities:

a. Established contact with the key people in the Vietnamese community and ensured that they participated in the planning as well as in all activities of the project. A significant accomplishment was the involvement of young adults: high school and community college students, as well as members of the Vietnamese Volunteer Youth, helped arrange home and school visits, prepare mailings, and set up at activities and programs.

b. Worked closely with other service agencies, especially the Migrant Education and ESL programs for both children and adults, Refugee Services, Catholic Social Services, County Social Services and Public Health.

c. Bilingual flyers describing library services were distributed throughout the community, mailed to over 300 families, sent to schools and services agencies.

d. Bilingual signs were posted throughout both branches. Library card applications were translated into Vietnamese.

e. Public service announcements were read regularly during the Vietnamese Hour, a radio program.

f. Hundreds of Christmas and Vietnamese New Year cards were mailed and distributed at various activities.

g. From November, 1985 to September, 1986, the project director offered children's programs every Saturday, at both branches, for a total of 160 hours. Letters were sent to parents, through the schools, to encourage them to bring or send the children to the programs. The project director coordinated transportation for those children who needed it. A total of 76 children attended the programs. Certificates of recognition were issued to all of them.

h. The project director visited 308 families to introduce them to library services using the slide show or the video tape, to help them apply for library cards and to encourage them to participate in library tours. This was perhaps the most carefully and skillfully planned of all activities, and perhaps the most effective: 300 of the people contacted during home visits went to the library with the project director and applied for library cards. The home visits were planned as follows. The project director mailed information directly to homes; he spoke at meetings and church services and interviewed people who sat in waiting rooms of health and social service agencies. During school visits, he encouraged the children to take library flyers and other information to their parents. He finally asked a contact person to introduce him to the head of a family. By then, the person had already heard about this project from at least one of the sources or at one of the activities mentioned above. The project director asked the head of the family to invite his Vietnamese neighbors to come his home to discuss library services. After each home visit, the project director asked those present to follow him to the library for a tour.

i. The project director addressed over 200 people at forums sponsored by Refugee Services and by the Head Start Program.

j. He also attended religious services and distributed flyers at Catholic and Baptist churches that held services in Vietnamese, as well as at the Buddhist Temple. Approximately 250 people were reached at their churches and temples.

k. Visited the following ESL classes:

11 Adult School sessions
19 Elementary through High School, during school year
11 Elementary through High School, during the Summer session

l. Delivered library materials to "elders" who did not have transportation.

m. VIETNAMESE LIBRARY DAY - This activity was planned as a celebration of the Vietnamese culture and a library open house. It was held in the Community Room of the Seaside Library. We had originally planned to have an outdoor event in the library parking lot, with booths, food, and entertainment. However, the insurance coverage required by the City of Seaside was extremely expensive. We decided, instead, to have a more modest indoor activity. Members of the Vietnamese community displayed traditional clothing, photographs, musical instruments, paintings, and arts and crafts. A library table displayed samples of materials available in the Vietnamese language. A VCR and monitor played the instructional video tape --OUR LIBRARY IN THE NEW LAND--throughout the day. Two musicians entertained the audience with renditions of Vietnamese folk music. The activity attracted over 250 people.

11. Continued Services

a. The Advisory Committee has agreed to continue its communication with the library staff, and to keep the staff informed of changes in the composition, needs and interests of the Vietnamese community in our area. The Committee will continue to meet on a quarterly basis. We have recruited a new member and hope to attract some of the young adults who were involved in special activities of the project.

b. The collection development process will continue: $3,000 were allocated for FY 1986-87, for the purchase of Vietnamese books and cassettes, and to continue the subscriptions to newspapers and magazines. The Thu-Vien project assistant will remain on staff, on an on-call basis, to assist with the selection, purchase and processing of Vietnamese materials. The books will be bought from vendors in the San Jose and San Francisco areas. Members of the Advisory Committee have volunteered to accompany library staff to the book stores to help with the selection.

c. The Saturday Story Hours will continue with the assistance of volunteers. Two English-speaking volunteers were matched with Vietnamese young adults to offer these programs at both branches. Library staff will provide support in the selection of materials.

e. We will encourage schools at all levels to use the instructional materials developed by this project.

d. The County Special Services Librarian will continue to be in contact with the agencies and organizations that were involved in the project and ensure that the library is represented at events where the Vietnamese community gathers. We will also make efforts to recruit Vietnamese persons for Friends of the Library groups, as library volunteers, and for library staff openings.

12. Sharing Information:

When asked for their evaluation of the accomplishments of this project, members of the Advisory Committee agreed that, among the most significant, were (a) the way the staff was able to saturate the target areas with news of this new service and (b) the efforts to involve key individuals, agencies and organizations and establish direct lines of communication between them and the staff. Perhaps a most significant indication of how widespread the presence of this project was in the community at large is the fact that other cultural groups, such as the Koreans and Philippinos, have asked when the library is planning to offer them materials in their languages and programs such as those offered to the Vietnamese.

Most of the specific activities aimed at sharing information with the local community were described above. We would like to add the following:

a. We have responded to requests for information from four students from San Jose State University who are interested in working with Indochinese refugees. On October 29, the Special Services Librarian will discuss activities and accomplishments of this project at a Library Science class, also at San Jose State.

b. Our instructional materials will be available to libraries, schools and agencies.

c. A handbook with guidelines for the development of programs aimed at serving non-dominant cultural groups has been prepared by a project consultant, project staff and the Special Services Librarian. Although it is the result of experiences drawn from library specific projects, our attempt was to produce a document that would be useful to any private or public agency targeting services to any such group. This handbook will be distributed to libraries, other County Departments, and local agencies. Several social sciences students are also interested in this document and will receive copies.

13. Subjective Evaluation.

(The comments offered in this section are those of the County Special Services Librarian. I have incorporated opinions of the project staff, the branch heads of Seaside and Marina, and of members of the Advisory Committee who submitted their evaluations to me verbally or in writing).

The most significant accomplishments of this project were the community involvement that it generated and the increase in library use by the Vietnamese residents of the target areas that it fostered. This would not have been possible without the support of the Advisory Committee and the resourcefulness and indefatigable dedication of the project director. The Advisory Committee had an active working role throughout the year; without their insight and long hours of work

in opening doors for the staff, this project would have not been received as warmly and effectively into the homes of the Vietnamese families, the businesses, recreation centers, temples, etc. The circulation of materials, the attendance at library programs, the letters of appreciation received by the staff form individuals in the community, the positive comments that the staff of the Refugee Services Program receives form people who have visited the library, are all evidence of the impact that this project has had on the target population. Without a doubt, personal contact was the key factor and the most significant strategy used in the implementation of this project.

The interaction between library public service staff and Vietnamese patrons was considerably different at the two branches. Seaside reported that most Vietnamese patrons used the card catalog and found materials on their own, very seldom approaching the staff with questions. In Marina, however, the staff noticed that they approached the staff more often, made conversation and asked questions. This was especially more noticeable in the adult population, since children had always been very communicative with the staff. The difference is probably due to the fact that Seaside is a large branch where patrons come in contact with different staff members, while Marina is a very small facility with only one employee, where personal contact is much more easily established.

Our relationship with Project ASIA was very satisfactory. The staff is knowledgeable, was very receptive to our requests, followed the materials selection guidelines very closely, and offered us a collection that was very well received in our community. The only difficulties resulted in the following areas:

(1) We had expected to receive the total collection by April of 1986. However, over half of the materials were received during the last quarter.

(2) ASIA provides only one copy of the catalog card with each book. Therefore, in order for us to provide subject access to these materials, our staff had to produce additional cards, which resulted in a time consuming process. To expedite it, we increased the hours of the project assistant and provided him with a microcomputer and with access to a printer. However, since we have no computer optical reading device, each card received from ASIA had to be keyed into the computer to produce the data base that would then give us the cards. We would strongly suggest that ASIA consider, either providing full sets or, at least, sufficient copies of the main entry cards for the library staff to complete the sets. Another alternative would be for ASIA to use telecommunication services similar to those now used by book vendors who "transmit" on-order cards to their customers, via phone lines, with the use of modems and microcomputers.

(3) Finally, we feel that the cost of the service makes it inaccessible to libraries with limited budgets. This was an area of great concern for the Advisory Committee. Please see letter of Mr. Duong Bui, attached.

Overall, the project succeeded in involving the target population, in developing a well received materials collection, in creating a network of cordial and effective communication between library staff and groups from the Vietnamese community and those who serve them. and in developing library instruction tools. I feel,

however, that the time frame was not sufficient to conduct a thorough and exhaustive evaluation process and to really test the effectiveness of our library instruction materials and methods. The outreach strategies that needed to be used with a population that is relatively new to the area and that speaks the English language with great difficulty required very intensive and direct personal involvement from the project staff, leaving very little time for a more systematic data gathering process and analysis.

TARGETING SERVICES TO NON-DOMINANT CULTURAL GROUPS

A MULTICULTURAL MODEL

By Karen Shender and Judith Sulsona

A study conducted as part of the THU-VIEN PROJECT

MONTEREY COUNTY LIBRARY
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OCTOBER 1986

TARGETING SERVICES TO NON-DOMINANT CULTURAL GROUPS
A MULTICULTURAL MODEL

The following model for the development of services for non-dominant cultural groups has grown from experiences of people who have worked with Hispanic, Vietnamese, Japanese, and with several African cultures. The specific projects centered on educational programs and the provision of library services. It is felt, however, that this model is applicable to nearly any project aimed at serving a non-dominant ethnic community, which is why it is being presented in this generalized format.

Central to the model is the belief that any project must be rooted in the community to be served. Any effort to simply graft a ready-made program onto an institution's existing range of services will fail because it will be artificial. Thus every aspect of this model has as its base input from as many elements of the target community as possible.

In gathering information for this document we received the cooperation of several people who shared their ideas and experiences with us. We would like to acknowledge, in particular, the contributions of Au Nguyen, Andy Nguyen and Luong Bui. We thank them for their invaluable help and commend them for their dedication to serving their community.

This Study was supported in part by the Unites States Department of Education, under the provisions of the Library Services and Construction Act, Title I, administered in California by the State Librarian. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the California State Library, and no official endorsement by the U. S. Department of Education or the California State Library should be inferred.

MODEL ELEMENTS

I. Community Analysis

1. Demographics

Information on the most general characteristics of the group in question may be easily found in records kept by federal, state and local government agencies. Census figures, enumeration district statistics (found at local planning departments), among others, will provide you with initial information as to the size of the population, age breakdown, male-female ratios, etc. These figures, however, are sometimes outdated and should not be taken as a final count. This is especially true for migrant and refugee populations, always in a state of flux and who may not respond to census questionnaires and forms.

More accurate and reliable information can be found by contacting agencies that work directly with the target population. School enrollment, church mission records, clubs and organizations within the group, and agencies that provide direct services (social services, health care, housing, resettlement), are excellent sources of vital information.

Key among the types of information to be recorded are the following:

(a) What are the ages and ethnic and/or national differences within the group?
(b) How long have they been in the United States? How long in your area?
(c) Where do they live in your community?
(d) Where do children go to school?
(e) What means of transportation are most commonly used?

2. Survey of Agencies and Community Organizations

Before any analysis is complete, staff of agencies and organizations which serve the target population should be interviewed. Many times these workers have helpful insights to share and, although this information may be subjective and therefore not recorded as "official" data, it may offer hints as to how to better understand the cultural values and attitudes of the group or at least of certain segments (e.g. how easily acceptable will public services be to a person coming from an isolated rural area of a particular country). The agency staff may have developed lists of contact persons who could offer valuable information and assist in the process of introducing project staff to the rest of the target community.

Representatives from these organizations may be invited to serve on an advisory board for the project. The members of this board can help the project staff maintain close contact with the community and be truly responsive to its needs. It is important, however, to include in advisory boards those persons whose agencies have positive relationships with the target community. Refugee service programs, including those sponsored by churches, generally have a fine record of compassionate work with newly arrived persons, and will help to establish the motivation for a particular project as genuine interest in the well-being of the community. It is not uncommon to find distrust and sometimes hostility in communities that in the past trusted and supported agencies that did not live up to their promises. In such cases, the credibility of the new project and its staff must be established before any effective communication can be developed with the group.

Some groups may not have time to be active in an advisory board or feel comfortable with attending such meetings. However, they should be advised of the project's progress. Perhaps at a later time they will have valuable information to share, or will be able to participate in a special event. Their participation should be welcome at any level comfortable for them. This is true, for example, of youth organizations, car clubs, or athletic associations. It is equally true of the harried Head Start leaders, who may not have time to be consistently present at advisory board meetings, but who may be extremely helpful in other areas.

In canvasing local agencies and organizations, it is important to learn who within the institution has direct contact with the target community. It is also vital to learn the range of the agency's services, the overall goals, and the number of persons currently being served.

The schools can be a prime channel for positive introduction to the target community. Especially because the students are learning English, communication is initially easier for the project worker who does not speak the mother language of the target community. In addition, the school provides a neutral ground on which a new project may be introduced and discussed. One library project worker arranged to speak in classrooms about new services being provided to the Vietnamese community. Through the school he was able to take groups to the library, where they saw materials in their language, immediately available to them and their families. The library worker helped them fill out applications for library cards and sent copies of the forms home with the children. The students delivered both the forms and the news of the Vietnamese resources to their families, bringing parents back to the library. Eventually, the library worker was invited into homes, where families often asked friends and relatives to come hear of the Vietnamese library collection.

In sum, community agencies and organizations should not be narrowly defined as those which are government-linked. They should include religious organizations and support or interest groups that have sprung from the community itself and that are not officially linked with any larger institution. They should be surveyed for both their range of services and their possible involvement in the project under consideration, and key participants should be invited to join the project's advisory board.

3. Survey of Community Needs

A survey of the needs of the community to be served is essential before any project is sketched in great detail. For example, a library may decide that the growing Vietnamese community needs reading materials in the Vietnamese language, but it must not prescribe the nature of those materials. Instead, carefully selected library personnel must go to the community to learn what exactly is needed and how it can be best provided to be consistent with the culture.

The person who establishes the first link between the newly-forming project and the target group must be highly sensitive to the nuances of the group's culture. Whenever possible, this person should him/herself be a member of the group. A person who is highly trained in a profession may not actually be as effective in establishing that link as a person who is a member of the culture but does not have the formal training. In some instances a less formally trained member of the group may be paired with an English-speaking colleague who has the formal training in library science, social work, or nursing. While this may appear at first to be unnecessary duplication, it is an important time-saver and saves face as well. In one African community, for example, the project worker, not herself an African, was initially shunned by the community, despite the fact that her employer was of the tribe and had endorsed the project. There was no personal, trusted link between the community and the project, and it appeared to be doomed to failure. When the worker sat with the council of elders, however, and explained the nature of the project, they designated two community leaders to work with her in gathering information. This was a lengthy process, but the only way to ensure community support and understanding. It also resulted in significant changes in the nature of the project itself, strengthening the program.

The key in seeking appropriate personnel is to locate that person whose personality is such that s/he can meet people of many backgrounds with ease, can be flexible, and can communicate either in the language of the community or through an interpreter with grace.

As was mentioned before, when members of groups have negative experiences with service agencies, the tendency may develop to generalize that unhappy experience and to mistrust all agencies. It is likely that there will be a high level of suspicion regarding any stranger who telephones to ask for an interview. One Vietnamese worker noted, for example, that before he established rapport with the community, appointments were agreed upon, but seldom kept.

Whenever possible, the interviewer should seek introduction to people in the target community through a friend, neighbor, and/or members of the family. One worker, for example, placed calls to agencies to learn who key persons were in her target community and who served on advisory boards. When the name of one man continually surfaced, she contacted him and explained the nature of the project. He agreed to be her "calling card", and generously introduced her to many individuals and organizations to whom she would otherwise have had little access.

In establishing rapport with the community, no cultural practice should be considered trivial. In addition to considering the natural leadership of the community, it is vital to recognize leadership lines within the family itself. In many cultures it is important that the head of household be given special attention as a sign of respect. Elders must also be accorded the respect which their age commands, but this is sometimes difficult when the community worker does not speak the language of the older person. In enlisting the aid of a school-aged child who is bilingual, the inte~rviewer sometimes makes the mistake of nearly ignoring the monolingual head of household. One key to avoiding this linguistic pitfall is to openly recognize it, apologizing for the fact that the home language is an unfamiliar one. This affirms the adult's language, which is helpful in establishing a positive link with him/her, and also helps the young interpreter know that his/her first language is esteemed. Then the interviewer should proceed, addressing the head of household directly and waiting for the child to interpret. When the adult responds, the interviewer should look at him/her and listen carefully, even though he may not understand the message until it has been interpreted into English. To look only at the child who is interpreting is to devalue the presence and contribution of the adult. A social worker recently brought to our attention the sense of frustration of a client who feels that he has lost face with his family because the children control his ability to communicate and his access to information, since they are his only contact with the English-speaking world.

Body language cues should be carefully noted. If an adult female never extends her hand in greeting, there may be mores which discourage physical contact. If eye contact is seldom made, it may be a sign of respect. This is true in some sectors of both the Hispanic and the Vietnamese cultures.

The survey of community needs should not be conducted census-style only, but rather as a general "reading" of the cultural group. Home visits, meeting with workers during lunch breaks, conversations with people who operate the neighborhood grocery store, and chatting with people at the pool hall or bowling alley are all valid survey techniques. Among the elements to be explored are the following:

a. Educational levels: Where have most people been educated, in their homeland or in the U.S.? To what level have they been educated? Is the process continuing, through adult school or community college training? Is there a generation division as regards education? In what language(s) has education taken place?

b. Occupations: Are occupations strictly sex-linked? Are only a few occupations represented, and, if so, is this largely due to a language barrier? That is, is there a difference between occupational goals and current jobs, so that the range of occupations is likely to change once the dominant language is learned? What kinds of job training are available? Are all of these programs conducted in English, or are some conducted in the native language of the target community?

C. Recreation: What forms of recreation are most common to this group in the local community? (Avoid extrapolation based on what is thought to be popular in the country of origin. In Japan, for example, pachinko parlors are very popular, but in the U.S. many Japanese communities have no access to pachinko). What role do mainstream institutions play in providing recreation for the target group? Are its members comfortable in participating in programs sponsored by the department of parks and recreation, for example, or do they tend to develop their own activities? Are there major differences in the forms of recreation enjoyed by age groups within the target community? (Many adult Japanese enjoy flower growing as a hobby and belong to flower clubs; teen-aged Japanese do not share this interest).

D. Religious affiliation: Where do people congregate for worship? Are members of the target community following traditional religious lines, or are they dispersed throughout a number of churches and temples? Are there congregations that conduct services in the language of the home country? Are there special religious associations within the congregations, e.g., women's groups, study groups, athletic leagues, visitation committees? Do any of the churches or temples have associations devoted to the maintenance of the first language and of traditional values?

E. Lifestyle in the homeland: Is the target group predominantly urban or rural in its background? How did they live in their homeland as compared with how they live now? How was medical care perceived and acquired? How far did family ties extend, and what were the accompanying responsibilities of family and community membership? How have those ties been disrupted by the move to the U.S.?

F. Time: Does the concept of time differ for the target group from that concept held by the staff of the agency which is designing the project? What kind of time constraints would limit the target communities participation in the project? Wxxhen do most people work? What do they do in their weekend time? When are typical meal hours? When are they most likely to be free to participate in special activities? An agency providing services for Central American immigrants, for instance, realized that only activities planned for Monday nights were well attended. Most members of that group worked in the tourist industry and Monday was their only day off.

Through conducting the type of community survey that centers on experiences as well as quantifiable data, an accurate picture of the target community will come into focus. The goal is to have a profile of individuals within the context of their culture, not merely an impersonal collection of statistics.

II. Staff Development.

Although one or two persons may be assigned responsibility for a project, its success cannot be entrusted to them alone. In most cases, many members of the staff, not solely those designated as project managers, will be an integral part of the provision of the day-to-day services. It is vital, then, that a broad cross-section of the agency's staff be educated about the project's underpinnings, and understand their own functions within the program. Their enthusiasm and erudition is crucial to success.

Commitment to staff development is essential to the vitality and growth of any agency, but is especially central to the smooth functioning and healthy progress of a project which relates to a non-dominant culture. Ignorance of another culture has as its concomitants fear and suspicion, and these negative emotioons may invalidate any efforts to carry on the development of a serrvice.

The results of the data gathering process and needs assessment discussed thus far may be brought to the staff in in-service sessions, creatively and in a format that will encourage their active participation. In this manner, the total staff that will take part in or come in contact with the new project will have "ownership" of the community data base which has been assembled.

There are three key elements to the in-service sessions:

a. History and Culture: The staff should receive a chronological sketch of the target group, accompanied by a lively oral presentation about the unique traits of their culture. The format of the presentation should enable the staff to ask questions freely, so that there is optimal interaction between the presenters and the staff. A panel of individuals representing the culture and speaking on various of its traditional and modern aspects would help to portray cultural complexity and integrity. Every effort must be made to avoid generalizing to the extent that the staff is left with a simple stereotype, and common stereotypes should be confronted and demythologized.

b. Language: Few of the staff members can be expected to become fluent in the home language of the target community. However, a series of sessions on this language can serve to reduce nervousness about being in the presence of those who speak it. The language sessions should concentrate on basic sound patterns of the language, spelling of names, appropriate greetings and other forms of politeness, and a small collection of useful phrases which relate to the project. Information should be provided for those who are motivated to continue study on a more extensive basis.

In several projects, the common American sentiment that all immigrants should learn English immediately was dealt with through a series of workshops on the nature of second language acquisition. As a result of the workshops, the staff learned some key phrases in the home language of the target group and gained a new appreciation for the difficulties of learning a second language as an adult. A set of cassettes was developed to help the staff continue with the language learning process. A similar set of cassettes was developed bilingually --in English and in the home language of the target community --to begin familiarizing the new group with the terminology of the service in both their own language and in English.

To help ensure that language study is advantageous, the staff should come in contact with those who speak the non-dominant language. For example, more speakers of the language may frequent a small branch library or non-threatening community clinic than go to a central library or the imposing hospital. It is advisable, then, that the staff members who work at the larger sites be rotated to the small sites occasionally, so that they have face-to-face practice with speakers of the language.

c. Service agency panel: A most effective way to give staff a true view of the range of services being provided to the target community is to have representatives of those agencies and institutions actually speak to the staff. It is sometimes difficult to make this into an exciting experience, but is nonetheless an important one. It is also an effective way of opening lines of communication and cooperation between agencies,

which will ultimately result in greater benefits and opportunities for the target community.

Staff development must be seen as an ongoing process. Periodically, reading materials should be distributed. Continued language study should be encouraged. If static, staff understanding of the target community is likely to wither.

III. Outreach and Public Awareness:

Many aspects of public awareness have been touched upon in other sections of this document, because this element must be woven throughout the project. Aside from contacts made through the schools and through association with community organizations, there are a number of other avenues for heightening public awareness.

a. Conventional media: Mainstream broadcast and print media may be useful in informing the English-speaking community of the new service primarily designed for non-English speakers. They do not generally help reach the target community itself, however, unless they have sections or programs in their language. A radio announcement made in Spanish in an English news program generally reaches few Spanish-speakers. However, an appearance on a talk show conducted in the home language is always effective.

b. Unconventional contacts: A booth at a county fair, an afternoon spent at a local dentist who serves primarily the target community, a Saturday at a bowling alley or a beauty shop, a Sunday at a church social or a soccer game, may provide important contacts. The target community receives the message that those involved in the service are willing to come to its own surroundings.

c. Video cassettes as a means of communication: Groups that have little access to television or cinema in their home language are sometimes able to find this type of entertainment in video cassette format. Many families, therefore, buy video cassette players, since they provide them with a means of home entertainment in their own language. This makes the introduction to a service in video format especially appealing. The videos may be developed by agency staff, in the language of the target community and, preferably, having members of the target group as part of the "cast". The families viewing the tape receive the message of this service in the comfort of their living room and are able to replay the tape as many times as is necessary for them to understand the instructions. It is also an excellent way to reach persons who are non-literate, not only in English, but in their home language as well. The tapes may be distributed to the target community through other service agencies, local markets, and video clubs. They can also be checked-out at the local library.

A Vietnamese librarian had tremendous success with this medium. A video tape was produced to explain -in great detail-how to use the library. During home visits, the librarian played the tape to the family and friends gathered in the home. After watching the tape, they discussed its contents and then went to the library to actually practice what they had seen. Previously, this had been attempted with a slide show. However, the librarian found that presentations in that medium are too fragmented to be effective instructional tools.

d. Special events: The project staff may sponsor a cultural event which features local talent from the target community and that brings together arts, crafts and symbols of their culture, with the twin goal of celebrating the cultural values themselves and of attracting the community to the service site. Events of this nature seem to be more successful if they feature food, music and visual displays, and are informal, with drop-in, open house format, rather than highly structured. They should also be made attractive to people of all ages. Information about the service should be prominently and attractively displayed (continuous slide show, colorful posters, etc.). Someone representing the sponsoring agency and who speaks the home language of the target group should be present at all times and make him/herself available to answer questions, give tours of the facility, etc. The excitement generated by such events serves as a lasting reminder of the new project's interest in and commitment to the community.

Conclusion:

There is a desire in these busy times to neatly structure and package concepts and programs that, once established, will have a life of their own, without need for further intervention from the sponsoring agency. However, no program will develop and remain a dynamic force if, after its initial stage, it is left static. Even if a project's funding is limited to one year, there must be on-going work to enhance its services and to keep it current with changing needs.

All of the elements of this model must be reviewed from time to time, in step with a changing community. As the community ages or as the level of education changes, service needs will shift. The membership of the advisory board must also shift and be augmented so that it will accurately reflect the needs of the community in its deliberations. The nature of the concrete services being provided must be evaluated periodically, so that necessary revisions can be made. For example, a library that has begun a materials collection project in a non-dominant language must continue to enhance that collection after seed funding has been depleted. Not to do so is to communicate to the target community the message that this collection, unlike that in the mainstream language, is fixed in nature, and that no further growth is intended. Once this message has been sent, fewer and fewer people who read the target language exclusively will visit the library.

In sum, a program genuinely dedicated to providing better services must ensure that:

a. through changes and additions, the advisory board is always a dynamic representation of the group to be served

b. the staff's interest in and knowledge of the target community is renewed through direct exposure to members of that group and periodic in-service training

c. the data base, which helped tailor the program from its beginning, is nourished through a monitoring of the community and through systematic communication with the agencies that serve it

d. the nature and the delivery of services always respond to the actual needs of the group and change accordingly.

Most of all, any strategies used to approach the target community must reflect an appreciation of the culture, in its richness and complexity, devoid of stereotypical symbolism, and must ensure that the delivery of the service has the flexibility to respect and respond to the individual characteristics and needs of the members of the group.

Oceanside Public Library 10/31/1986

Community/Library Interaction on Parenting (CLIP)

Total project period: October 1, 1985 - September 30, 1986

Project Director: D. Jane Wolfe & Lynne Proctor

Oceanside Public Library
615 Fourth St.
Oceanside, CA 92054
(619) 439-7195

Established a parenting resource center at the library and a community outreach program to improve parenting skills of young military families and disadvantaged ethnic groups.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	36,723		5,491	42,214
Library materials	15,434		4,265	19,700
Contract services	400			400
Other operating expense	5,382		5,710	11,092
Equipment	860		1,375	2,235
Indirect cost				
TOTAL	58,800		16,842	75,642

10. Project accomplishments. As the writer of the Project CLIP Grant, I am very proud delighted with what the Project has accomplished. The two primary objectives of th Grant were to establish a Parenting Resource Center at the Library and to provide community outreach to non-profit community agencies working with children.

The Parenting Resource Center has grown into a top-quality, up-to-date core collect of parenting books, magazines, and videotapes of value both to parents and to professionals working with families. Project CLIP's community outreach has grown far beyond my original concept to include a major networking and referral service. (Carol Nagele, Grant Writer)

The Parents Resource Center circulated 3,739 volumes from November 1985 through September 1986. The Center has 19 shelves or a capacity of 570 volumes using 30 books per shelf. Our collection is nearing 1,000 volumes. The average monthly circulation during the Grant was 340 volumes. This is why we can have a much larger collection than the physical shelf capacity allows.

The Project CLIP staff answered 543 parenting questions during the Grant. This excludes the questions the adults staff answered at the reference desk since their tallies are not kept by subject area.

During the Grant 307 audio-visual materials and equipment items were checked out to Project CLIP agencies. This includes VHS videos, 16mm films, CLIP 16 mm film projector, CLIP screen, tape recorder and camera.

The pocket libraries at 15 agency sites circulated 828 paperbacks and 821 pamphlets during the Grant months of January-September 1986. This means 1,649 paperbacks and pamphlets were used by clientele at agency locations, not at the Oceanside Public Library. To our knowledge, this approach to the "marketing" of library materials has never been done before by any public library. (cont. on LSCA 9 pg.2A)

11. Continued services. Due to the success of the Grant, Project CLIP has been funded by t City of Oceanside on a part-time basis as a regular section of the Library. The CLIP Director and Clerk are each funded for 19 hours per week and a budget of $3,640 for parenting books was approved for 1987. In addition the Friends of the Library have funded the purchase of two literature racks to hold CLIP and agency handouts plus $200 for parenting speaker program fees and $800 for parenting videos. (Attachment 11-1)

A new 30,000 square foot library will be build in Oceanside within the next three years. The City has indicated its future support of CLIP by including office space and a Parents Resource Center area in the floor plans for the new building. (Attachment 11-2)

The biggest problem has been the transition of CLIP from full-time to part-time. It has been difficult for the agencies to adjust to the fact the CLIP has had to modify and, in some cases, discontinue certain services and outreach programs. It has also been disheartening for the CLIP staff to cut back and to say "no". I have written and sent out a memo (Attachment 11-3) to the agencies to clarify the changes and why they were necessary. Hopefully this will ease the transition.

Project CLIP will continue the monthly Advisory Board meetings, "Timely Tips" newsletter (quarterly), the "Help Lists" bibliographies (2-3 times per year), the speaker parenting programs (twice a year), and regular attendance at the Coastal Directors Meeting, Child Abuse Coalition, etc. Agency workshops and speaking engagements will be limited to one per week and the CLIP Director will no longer do on-site visits. Agencies will therefore need to come to the Library for conferencing or to pick up handouts and Pocket Library materials. The Project CLIP phone will be manned from 10 a.m. - 1 p.m. Monday through Friday. Basically, Project CLIP has now become an in-house program with emphasis on the PRC and networking.

10. Project accomplishments continued. The CLIP director made 266 on-site visits to 113 agency sites during the Grant. She also attended 72 meetings from January-September 1986. This excludes these meetings attended on her own time. Project CLIP has become an active participant in the following organizations:

North San Diego County Costal Directors Council
North San Diego County Child Abuse Coalition
North San Diego County Preschool Directors Council
North San Diego County Parents Resource Network
Camp Pendleton Family Advisory Committee
Oceanside Latchkey Taskforce

Eleven Library tours and Project CLIP presentations were given in Spanish. Either a Hispanic person translated for the CLIP Director or an Oceanside Public Library bilingual staff member spoke in Spanish.

Oceanside Public Library's Project CLIP sponsored 40 parenting programs or speaking engagements. These presentations were attended by 869 adults adults and 461 children. Of the 461 children, 222 were at simultaneous children's programs or cared for by CLIP "super sitters" and 239 were children who listened to the CLIP Director tell stories while their childcare-givers took "how to" notes on storytelling, good children's titles, and the like.

There were 12 monthly Project CLIP Advisory Board meetings conducted by the CLIP staff with a Grant year total of agency staff attending 192 times and agencies being represented 159 times. These figures do not include the Project CLIP staff. The average number of persons at each advisory board meeting was 16, representing 13 agencies. (D. Jane Wolfe, Project CLIP Director)

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12. Sharing Information. Project CLIP information was shared on a nation-wide basis, on a state-wide basis, county-wide and locally.

National - The Grant's award was published in the December 1985 issue of American Libraries. During July 1986, each of the 50 State Libraries were sent Project CLIP packets containing a CLIP business card, CLIP pamphlet, on-stop parenting letter, "Help List" pamphlet, list of active advisory board members, and parenting program flyer sample. In June 1986, Project CLIP pamphlets were available at both ALA and at the national Home Ecomics conference in Texas.

State - In June 1986, all 15 California Library Cooperatives Systems were sent a Project CLIP packet. Carol Naegele and Jane Wolfe will be presenting "Project CLIP One-Stop Parenting: A Parents Resource Center" on November 17, 1986, from 2:30-4:00 p.m. at the CLA conference. They are taking 200 folders for the presentation that will contain the following:

CLIP business card
Pamphlet
One-Stop Parenting letter
5 Help Lists
7 Timely Tips for Parents
Spanish language parenting books list
Pamphlet File Subjects relating to parenting list
Parents questionnaire (English)
Parents questionnaire (Spanish)
Community Resources
Parenting Videos
Parenting Films

(Continued on LSCA 9 3A)

13. Subjective evaluation. As the Grant writer, I can look back over the past year and see that I wrote a very ambitious project! The Activity Time-line was not realistic and placed the CLIP staff under an enormous amount of pressure to stay within its time frame. It was ideal for the two CLIP Directors to be hired on a job-share basis. Lynne Proctor worked primarily with the Parents Resource Center and in-house activities while Jane Wolfe concentrated on community outreach and public relations. This provided double energy for the Grant and was the only way everything could be accomplished during the first three quarters. Since Lynne Proctor's resignation (moved to Colorado), Jane Wolfe has worked an incredible amount of overtime during the last weeks of the Grant and continues to work unpaid overtime now that the Grant has ended and she is part-time.

The most gratifying aspect of the Grant has been the response of the community agencies. We were forced to place a cap of 25 participating agencies just to cope with the enthusiastic response. Sad to say, Oceanside's agencies seen to be less enthusiastic and cooperative than agencies based outside of Oceanside whose clientel include families from Oceanside. For example, the Escondido Youth Encounter, Vista Adult School Parent Education, and Camp Pendleton agencies have been extremely active while Oceanside's Planned Parenthood, Women's Resource Center, and Armed Services YMCA have required extra time and effort. (Carol Naegele, Grant Writer)

The best way to evaluated Project CLIP subjectively is by reading selected agenc staff Post Grant Questionnaires (Attachments 13-1, 13-2 etc.)

Use additional pages for any section, as necessary.

14. Signature D. Jane Wolfe & Carol L. Naegele

Bay Area Library and Information System 12/29/1986

Bay Area Literacy Referral Network (BALRN)

Total project period: October 1, 1985 - September 30, 1986

Project Director: Ruth Foley Metz

Bay Area Library and Information System
125 12th St., Suite 160
Oakland, CA 94607
(415) 839-6001

A tool free #800 number was tested for referrals of adult basic liberacy contacts in the San Francisco Bay Area.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits			19,000	19,000
Library materials				
Contract services				
Other operating expense	54,000			54,000
Equipment			2,770	2,770
Indirect cost				
TOTAL	54,000		21,770	75,770

90

10. Project accomplishments.

The objectives of this project were twofold:

a. to provide courteous, reliable, and immediate referral to local California Literacy Campaign (CLC) programs through a toll-free, 24-hour, telephone service for residents of the greater Bay Area.

b. to test the methodology of the project.

Of significant interest to the project planners was whether or not a commercial answering service could provide the level of service desired. It was also important to know what the direct and indirect costs of providing such a service would be and what impact the service would have on the local CLC programs. Finally, local CLC program directors wanted to know if a Bay Area-wide referral service would remedy the short-comings of local and national referral networks as these affect recruitment of students and tutors in their local literacy programs.

Both objectives were achieved. First, the project demonstrated that a commercial answering service could deliver the desired service at a reasonable price. Second, methodologies, instruments, and procedures were established and tested for the referral service. These offer useful models for others who might be interested in replicating a regional referral service, regardless of the nature of the information to be provided.

The methodologies, instruments, and procedures are described in the "BALRN Final Report" by Margaret Robinson, along with other information that may prove helpful to those undertaking a similar service. The study describes how to go about setting up a toll-free service; the details and measuring instruments of the referral process; criteria for selecting a commercial answering service; materials and methods for training answering service personnel; characteristics of callers to the answering service; the effects of media publicity on the use of the toll-free service; staffing and budget requirements of the test service; factors to consider in the continuation of the service; and lessons that were learned in the conduct of this study.

The project also produced a print package which appeals to a business and non-profit audience for monetary and other kinds of support for local literacy programs. The package was designed for use by local program staff.

11. Continued services.

Local CLC programs (16) in the greater Bay Area have agreed to continue the telephone referral service. CLC programs will use state or local funds. Alameda Free (City) Library has agreed to administer the service.

The decision to continue the service was based on the collective decision of the BALit program directors after reviewing use and cost data. Various formulae for allocating the costs of the service to CLC program beneficiaries were developed and reviewed by the group, with the assistance of the project consultant, fiscal agent staff, and State Library staff. The method of choice is an equal allocation of the total cost to each CLC program, regardless of jurisdictional population, program budget, or service use. The estimated expense for the year (Oct. 1, 1986-Sept. 30, 1987) is $370 per CLC program.

This amount is based on the previous year's expenses which, of course, are tied to use of the service during its first six months. The annual amount charged to each participating CLC program will depend on the quantity and duration of calls to the answering service in a previous span of time, the number of participating CLC programs, and the method of allocating costs to the respective CLC programs.

12. Sharing Information.

The communication plan for this project entailed maintaining varying degrees of contact with the BALit program directors; public library directors (or designee) in the CLC programs in northern California; public library directors (or designee) in non-CLC libraries in northern California; the northern California public library systems. Communiques were needed to recruit support for the project; in some cases, to request participation in providing referral; in reporting data for testing the project; and finally, to keep participants informed of the project's status.

Publicity about the toll-free number itself is well-documented in the project files. Both project staff and BALit directors worked to secure Bay Area media publicity for the toll-free service. However, all would probably agree that a more systematic plan for publicizing the number is desirable, indeed, essential to making the service cost-effective.

A final report of the BALRN project has been written and will be provided to those requesting it from BALIS. The final report was written especially for those who are interested in replicating all or part of the project.

13. Subjective evaluation.

Perhaps the greatest evidence of the project's success is the fact of its continuation by 16 CLC programs in the Bay Area. Beyond that, these additional comments may prove useful.

a. This study proved that a commercial answering service can provide an affordable, reliable, accurate, and courteous service for those needing referral to literacy programs within a region. Though it cannot be assumed that any commercial answering service will be able to provide the quality of service desired, those that are willing to meet what was felt in this project to be essential qualitative requirements (these are detailed in the project's final report) offer an option for service that is more affordable than if one were to establish, from scratch, a toll-free service.

cont'd overleaf

Use additional pages for any section, as necessary.

14. Signature Ruth Foley Metz

Item 13 (cont'd)

b. The nature of the follow-up at the local program, and especially the time involved in providing follow-up, was not well-documented by this study. However, that there were significant demands placed on local program staff, both in tracking of clients referred from the answering service as well as in handling the sheer number of new clients (students and volunteers), was obvious to most CLC program staff involved with this project. Timely follow-up at the local CLC program level makes the service justifiable. Without this, a regional toll-free service is apt to take on the very characteristics which, in state and national services, are viewed as shortcomings.

c. There was an easily-observable correlation between the number of calls received by the answering service and the amount of media publicity during a given period of time. This underscored for CLC program planners the importance of regional, state, and national publicity in recruiting students and tutors in local CLC programs.

   A systematic process for effecting coordinated, regional media publicity is yet to be devised to the satisfaction of BALit and this will need to be managed if the service is to be justified. It should be understood, however, that effective publicity will increase use of the toll-free service and consequently the demand on local CLC program staff and budgets. Greater use of the service will also increase the over-all cost of the service but will reduce the cost per call for the service.

d. The continuation of the service may have been planned without sufficient awareness of what tasks and amount of time will be involved in maintaining the service. The continuation budget scaled down considerably, and I think justifiably, the sample budgets presented in the final report. Still, I believe the service will need the skills of personnel--paid, volunteer, or in-kind--to sustain a service that continues to be worthwhile for the BALit directors.

Some issues that will need attention include: subsequent fiscal year funding and formulae for allocating costs to the participating programs; continuing orientation and training for service operators; up-grading of referral tools and evaluation tools used by the operators and local program staff; continuing liaison with non-CLC libraries in the service area. At some time, the BALit directors may want to give serious consideration to if and how the service should be expanded. For example, there have already been inquiries from the media regarding the potential for the toll-free service to include referral to other literacy providers, as well as other services (specifically, GED testing sites). Whether or not the service is ever expanded, someone will need to address these and other questions about the service.

BALit directors/coordinators should be credited for their part in this project. The project was their idea; they worked in committee to develop the grant proposal and application and have continued to support the project, even into its continuation phase. Each put weeks into evaluating and monitoring the referral process and several devoted substantial additional time to consultant selection, coordinating publicity, and developing the print package for the Bay Area CLC. No specific suggestions are here offered for improving the administration of LSCA grants. I would like to acknowledge, however, the assistance provided by Carmela Ruby throughout this project.

Peninsula Library System 10/28/1987

Bay Area Information and Retrieval Systen (BAIRS)

Total project period: October 1, 1985 - September 30, 1987

Project Director: Linda D. Crowe

Peninsula Library System
25 Tower Rd.
Belmont, CA 94002
(415) 349-5538

A computerized data base of information on community service providers in the San Mateo County area was created.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	95,291			95,921
Library materials				
Contract services	106,394			106,394
Other operating expense	85,227			85,227
Equipment	9,449			9,449
Indirect cost	24,900			24,900
TOTAL	321,261			321,261

10. Project accomplishments.

This completes the second and final year of the Bay Area Information and Referral System Project. In the two year period, 1985-1987, the project goals, "to establish a regional computerized information system containing up-to-date and descriptive listings of all human services for five Bay Area Counties: Alameda, Contra Costa, Marin, San Francisco, San Mateo" and "to finish the building of the online information system containing up-to-date and descriptive listings of all human care services and library community information" were completed.

The second year objectives were accomplished as follows:

1. To finish the online computerized database of 4,000 existing records, updating as necessary, including adding 2,000 library community information records.

   . 3,923 human services records are online and searchable; 1,819 clubs and organizations are online and searchable. Duplicate records held by several libraries and/or agencies were eliminated and some services were combined into a single record, making the total number of records online less than anticipated.

2. To include 500 literacy resources from Bay Area Library Projects setting special classification for searching on all records.

   . A new classification description and code was developed to accomodate the 53 resources in the database.

   . All literacy resources were not included as many were individuals offering services, which does not fit the criteria for file inclusion.

   . Literacy resources are already maintained in Directory form and by individual libraries. The volume of library information to be crosschecked, entered and updated prevented total completion of this objective.

3. To train library and agency staff on use of the file.

   . 63 library and agency staff were trained in searching the BAIRS database.

   . Documentation for search training was developed.

   . 6 File Management staff were trained in the system to keep the database current, indexing and classifying to ensure the consistency and integrity of the information.

10. Project accomplishments. (cont'd)

4. To publicize the regional database.

   . A Logo, Posters, brochures, Library Flyer and slide show were designed for distribution.

   . Articles about BAIRS have appeared in United Way publications, Human Services Network Newsletter in Alameda County, Resource Bulletin in San Mateo County and the Contra Costa County Times.

   . Presentations were made at LIRT, ALA, Salinas, CAIRS Conference and Workshop, Foundation meetings, United Way Board of Trustees and various local meetings.

   . A bi-monthly BAIRS Newsletter was sent to 180 library, agency and community representatives.

5. To continue to test the system by making the information available to the public through human services agencies and libraries.

   . Ongoing testing of the system was carried out by participating agencies and test sites. Patrons and clients' queries were answered using the online database.

   . In July 1987, Contra Costa County Directory was published. All Libraries in that county received a free copy for use at at the Reference Desk by patrons and staff.

   . The Test site evaluation completed in March 1987 showed that 66% of searches were requested by individuals; 60% of the locale of information requested was local and 29% regional; average number of listings per search was 6.8 with 29% of searches having zero listings.

6. To ensure ongoing funding for management/maintenance of the file.

   . Plan for monitoring the file is in place.

   . The United Way Marketing and Development Committee, established in August, 1987, has produced a new prospectus that is being sent to Foundations.

   . BAIRS primary agencies in Contra Costa, Alameda, and San Francisco Counties are meeting with County departments to develop contracts for services.

   . Libraries are sharing updated information with PLS.

   . The Organizational Plan for the BAIRS Consortium is in place.

10. Project accomplishments.

11. Continued Services

- Agencies will contract with PLS for monitoring activities which include consistency of information in the file, storage, overnight processing of information and all technical aspects of file management.
- Libraries will provide PLS with updated information of records contributed to the database.
- Libraries and agencies will pay for their online access costs (CPU and telephone).
- All Library and Agency test sites plan to continue using BAIRS.
- Directories for Alameda County and Marin County will be produced.
- The Consortium will continue to meet regularly to address policy and funding issues.
- Primary Agencies will update and add to their own county information. Contra Costa, San Francisco and Marin will do their data entry. Alameda County will contract with PLS for data entry.
- Primary agencies will develop marketing strategies for making online access available for cost recovery fee to corporate employee assistance programs, hospitals, etc.

12. Sharing Information.

- Agencies and Libraries in each county will use the slide/tape presentation and other public relations materials to share information about BAIRS.
- Information about BAIRS has been shared:

Through presentations and demonstrations

CAIRS Conference
ALA (2)
BALIS Administrative Council
BALIS Reference Meetings and Workshops (3)
Local agency network meetings
Fresno County Library and Department of Social Service Staff
Delegation from Northern Sweden
Foundation representatives (4 meetings)
United Way Board of Trustees

Through newsletters and newspapers

Agency Network Newsletters
Contra Costa County Times
United Way publications

13. Subjective evaluation.

Use additional pages for any section, as necessary.

14. Signature _____

12. **Sharing information.** (cont'd)

Through many telephone requests, such as

Monterey County Library
Detroit Public Library
Glendale Public Library
Sonoma County Library
United Way of San Diego
Vancouver Public Library, B. C.
Santa Cruz Public Library
Colorado Council of Agencies
Ventura Public Library

Documentation such as Subject Authority List, Keyword List, How to Write Entries, How to Search, Ready Reference Charts, Quick Reference Search Card were distributed upon request and used as handouts at various meetings, presentations, etc.

13. **Subjective evaluation.**

The project has been useful in demonstrating that libraries are a source of community and social service information. Agencies learned that libraries can get requests for help similar to theirs, and that the same information was used by both. The value of a current, consistently managed database of this magnitude is easily demonstrated when a search for "counseling for someone who speaks Farsi" or "help for a parent whose child nearly drowned" quickly turns up the one to six useful references in this entire region. The potential for use of this database is barely tapped.

The Directories that were and will be published both for Human Services and Clubs and Organizations are comprehensive, well indexed and useful references for librarians, helping professionals and the general public.

One potential national implication was demonstrated when a Foundation representative asked if the online demonstration could be taken to Washington, D. C, "The Council on Foundations should see this and know that something like this could be done in every community."

The unique linkage of libraries and social service agencies achieved the goal of building the file.

Maintaining and expanding this resource remains questionable as long as stable funding for participating agencies is not in place.

14. **Signature** Janet Hofmann

Stockton-San Joaquin County Public Library 10/30/1987

Community Information Database Project

Total project period: October 1, 1986 - September 30, 1987

Project Director: Diane Freggiaro

Stockton-San Joaquin County Public Library
605 N. El Dorado St.
Stockton, CA 95202
(209) 944-8230

An information data base was created from library files and 400 regional organizations and placed on-line in five locations as well as published as a print directory.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	58,492		15,300	73,792
Library materials				
Contract services	5,097			5,097
Other operating expense	5,588			5,588
Equipment	4,420			4,420
Indirect cost			19,000	19,000
TOTAL	73,598		34,300	107,898

10. PROJECT ACCOMPLISHMENTS

The stated goal for the Community Information Database Project was to bring together, update, and greatly expand existing community information and to make it readily available to the residents of San Joaquin County.

During the past year, the Community Information Database Project has been successful in bringing about this goal. Although not all of the activities described in the grant proposal were undertaken, the project has substantially completed the four major objectives of the proposal. These objectives were:

1. The creation of a Community Information Database containing 1,500 plus records of people-helping agencies, government services, voluntary and community service clubs, social organizations, business organizations, and educational and recreational facilities. Although we had expected to create a database of about 2,300 records, the final size of the database was below that number. This occurred because we eliminated many of the "for-profit" records, in line with the inclusion policy we developed.

2. Improved public access to community information by providing on-line access to the Community Information Database at five major people-helping agencies and by training library and agency staff in the use of the database.

3. Improved public access to community information through the development of materials and programs that publicized the Community Information Database, and its use and availability.

4. The establishment of a network consisting of five major people-helping information providers and all branches of the Stockton-San Joaquin County Public Library.

The project did not, as originally planned, develop the in-house capability to produce future directories or specialized directories. Instead, we relied on existing software provided by Data Research Associates. This allowed us to create a tape from our database, which was then sent to a vendor that produced camera-ready copy for the printed version of the entire database. In addition, we did not expand the database network beyond the five major I&R providers as originally planned. This was not because of lack of interest on the part of potential participants. We had several inquiries about joining the network. Rather, the constraint was due to the impossibility of adding more terminals to the library's already over-burdened computer. Slow response time, caused by the number of existing terminals, was a major problem for system users, as it is for the library system as a whole.

Statistics of use were gathered from the agencies and (for the last quarter) from all library public service outlets. For the agencies, it is apparent that they are using the database, although the <u>way</u> they are using it was not anticipated. Generally, they do not access the database when time is a crucial factor;

i.e., when responding to "crisis" phone calls, etc. This is primarily because of the slow response time for the system, as noted above. They do use it, however, in non-emergency situations. for background research and for follow-up

For the library outlets, where needs for information are not of an emergency nature, usage is fairly high, and increasing. The database was accessed approximately 50-75 times per month, which compares quite favorably to the number of times any one library reference tool is likely to be consulted during a month. This is especially significant if one considers that the type of information provided by the database is not readily accessible (if at all) in other sources.

The printed version of the database became available just as the project was ending. It will be interesting to see if the availability of the printed version will limit the usage of the on-line version, especially given the slow system response time.

11. CONTINUED SERVICES

The Stockton-San Joaquin County Public Library is committed to continuing the Community Information Database Project. Specifically, the library will continue to maintain the database, serve as liaison for the network, work to publicize the database and promote accessibility. The network participants, for their part, have agreed to continue their roles of helping to keep the database accurate and current, meeting together to discuss ways to improve and promote the database, and bearing the financial burden of remaining hooked up to the library's computer.

12. SHARING INFORMATION

Initial efforts to publicize the database were aimed at the I&R "professional"--those providing information and referral to a body of clients, with access provided through the five participating agencies. The steering committee felt this to be the most efficient and appropriate way to reach the intended audience. Further efforts to promote the database to the general public, with access via the library outlets, should be undertaken.

The response to the printed version of the database was greater than expected. The high cost of producing the current version of the Directory of Community Resources in San Joaquin County may make it impossible for the library to produce future editions for free distribution. Given the apparent demand for this kind of tool, it may be more cost-effective to promote the existence of the on-line version to a greater degree, to develop alternative ways to produce such a directory, or to seek other means of funding future directories.

13. SUBJECTIVE EVALUATION

In the final analysis, the project successfully achieved its goals. Major successes were the establishment of the network of I&R providers; the expansion of the database; the creation of a hierarchical subject thesaurus, a user manual and publicity materials; and the publication of the printed version of the database, which provides much wider accessibility to the information contained in it.

A major constraint to increased use of the on-line version is the slow system response time and the impossibility of adding more terminals to access the database.

14. SIGNATURE Diane Freggiaro, Project Supervisor

Ventura County Library Services Agency 11/24/1987

Ventura County Health Information Coalition

Total project period: October 1, 1986 - September 30, 1987

Project Director: Catherine J. Penprase

Ventura County Library Services Agency
651 E. Main St.
Ventura, CA 93001
(805) 652-7529

For better consumer access to health information, a combined holdings list of 2,000 health titles was assembled from public, hospital and academic libraries.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits			14,950	14,950
Library materials				
Contract services	10,981			10,981
Other operating expense	10,274		550	10,824
Equipment	4,302			4,302
Indirect cost	2,200			2,200
TOTAL	27,758		15,500	43,258

10. Project accomplishments.

The broad goals of the Ventura County Health Information Coalition project were to provide better public access to and awareness of health information resources in a group of multi-type libraries in Ventura County, and to enhance resource sharing and collection development.

The objectives were 1) to compile a combined holdings list of Health Coalition member libraries' current consumer health titles (in English and Spanish) and to input at least 2,000 titles into a microcomputer database within the first year; 2) to produce a printed union list and distribute to at least 300 libraries, health professionals and agencies serving the public, also making available compilation of topical bibliographies on specific health issues; and 3) to develop and implement a public information campaign to reach at least 20,000 persons and/or agencies.

The project attained all of its objectives and has made a successful beginning on the broader goals of public awareness and greater use of libraries' health information resources.

An analysis of the accomplishments of the project by objective follows:

(Continued)

11. Continued services.

The software, programming and documentation for input and output are set up. The mechanisms for continued input by member libraries are in place, and a Ventura County Library staff member is assigned to the upkeep of the database and to production of requested lists.

The possibility of printing a supplement to the union list is built into the programming, and this will be done in 1988. If funding can be found to do an attractively printed list, we will do so. If not, we will do a printout directly from the database.

Fliers, posters, Spanish language lists, and sample copies of our union list are available for health fairs and other exhibits and displays. Member libraries will keep track of opportunities for such exhibits, and take materials to them.

Member libraries are committed to a continuing public relations campaign. Several activities have taken place after the close of the grant. (See section 10, objective III.)

(Continued)

Use additional pages for any section, as necessary. continued

10. Project accomplishments. (Continued)

Objective I

A microcomputer database of the combined holdings was compiled, and at the project's end, 1,844 current health titles in Spanish and English had been input.

Criteria for inclusion of titles were established. Subject authority lists in English and Spanish were compiled. Procite software was modified for our proposed applications, which included the production of the union list by subject arrangement, single-topic bibliographies, all-Spanish lists, all-English lists, lists of material input after or before a given date, title indexes, etc. Documentation for use of the software for input and for production of the varied outputs was written by the consultant.

Mechanisms and forms for continued input of new holdings were developed. Regular reporting by member libraries using these forms continued throughout the grant year and is still continuing.

We have trained a regular Ventura County Library employee to input data and to produce requested lists and other output from the database.

Objective II

The most significant product of our database was the printed union list, titled, "Your Prescription for Health: Health Information for Consumers" (or "Receta Para Su Salud: Informactión de Salud Para El Consumidor" in Spanish). This list was arranged by subject with a title index. Preliminary material in the union list included a listing of member libraries with their hours and loan policies, a list of major Ventura County health organizations where the public can obtain health information, a list of referral files and directories in member libraries, and a table of contents. The list was divided into two parts printed on different colored paper. The first part, in English, contained English-language titles. The second part, in Spanish, contained Spanish-language holdings with both English and Spanish subject headings. English subject headings were included for the benefit of non-Spanish-speaking professionals who need to use the list to help their Spanish-speaking clients.

Three hundred and twelve copies of the printed union list were distributed to individuals and agencies countywide. Included in the mailing list were:

All members of the Ventura County Board of Supervisors
The Chief Administrative Officer of Ventura County
All T.I.E. libraries (Total Interlibrary Exchange network)
All public libraries in Ventura County
All high school libraries
All hospitals--expecially their patient and community education specialists

All school nurses
Major medical associations in the county
Key health-related county and city agencies
Health Promotion Centers
United Way
Interface
Senior Outreach and Senior Multi Purpose Centers
Interface (an I&R agency in county)
Free clinics
Chambers of Commerce
Commission on Human Concerns
Commission on Women
Directors of large libraries and system coordinators in nearby counties
El Concilio, an organization working with the Spanish-speaking people in Ventura County
Mexican American Chamber of Commerce
Many other health organizations in the county

Committee members were given extra copies to distribute strategically in their own agencies or communities. Three copies of "Your Prescription for Health" were sent to the State Library. The copies for our libraries were cataloged and distributed to branches.

The Spanish section of the list was printed in a separate booklet completely in Spanish, without English subject headings. We felt this booklet could be used more easily by Spanish-speaking members of the public. Copies of this were given to El Concilio (the major organization representing the Spanish-speaking patrons) and to health educators working with Spanish-speaking people. Copies were also sent to the State Library.

A flier was prepared and printed with general information about the project. This flier was also translated into Spanish, reviewed by Spanish-speaking committee members, and printed.

Much positive feedback about the printed union list was received by members personally, though we did not receive many formal written evaluation forms. This was partly because the distribution came so late in the grant year, and recipients did not have much time to use the publication before returning evaluation forms. Most formal evaluations received were enthusiastic. Some of the uses they anticipated for the publication included: 1) use with students and clients; 2) research for television programs on health; 3) collection building; and 4) to publish the recommended reading material in employee communications.

Selected callbacks also yielded positive responses, but many people stated that they would know more about its uses after a month or two. Most recipients indicated that they would be interested in receiving updates, and most would be willing to pay from $5 to $10 for new editions.

Objective III

This objective was our public awareness campaign. Our accomplishments included the following:

a. Letters and fliers were sent to 121 small or single-subject health interest groups in Ventura County. In some cases, an appropriate subject bibliography from our database was included.

b. General press releases were sent to eighteen newspapers in Ventura County. Articles were seen in three major newspapers in the county.

c. Santa Paula Library Director, Dan Robles, used our database to produce a column on AIDS books for his local newspaper.

d. Personal presentations were made to important health agencies and educators, including:

   (1) Health educators of the Ventura County Health Promotion Center

   (2) The Ventura County Wellness Program Coordinator

e. A special presentation was made to the head of El Concilio, the most active organization representing the Spanish-speaking people in Ventura County.

f. An explanatory letter and a press release were sent to ten newsletters. Other newsletter publications are pending:

   (1) An article in the November issue of Health Focus, the Health Promotion Center's quarterly newsletter.

   (2) An article for the Wellness Newsletter, published by the County Wellness Center.

   (3) An article in the St. John's Hospital Physicians' Newsletter in November.

   (4) An article in the November issue of Oakleaf, the Thousand Oaks Library's newsletter.

g. The project had exhibits at the following events:

   (1) The Ventura County Fair, August 19-30

   (2) The Hispanic Festival of the Arts, September 19

h. Scheduled events after the grant year ended include displays at:

   (1) Career Day at Oxnard High School, October 27

(2) National Patient Education Week at St. John's Regional Medical Center (November 2-6)

i. Posters and fliers printed by the project are available for other health fair exhibits and for library and other displays.

j. Individual topic bibliographies were sent to sixteen organizations, as requested.

k. A radio PSA was sent to radio stations in Ventura County.

l. A presentation on the project was made to the Citizens' Advisory Council of the Ventura County Library System.

m. Presentations and written explanations were given to staff members of member libraries.

Delays early in the project in receiving the computer and delays due to software and hardware problems and to more extensive bibliographic checking than expected, meant that our printed union list was not entirely distributed until August. Our publicity could not begin until then, so we feel that this effort is only a beginning. All member libraries intend to make more personal contacts with appropriate organizations in their respective communities, and to continue the effort to heighten public awareness of our health information resources.

11. Continued services. (Continued)

Additionally, posters were distributed in October to member libraries, requesting that they find places in their communities, outside of libraries, to display the posters. Posters have been distributed, for example, to Soroptimist Club members, to recreation departments, and senior centers. Other proposed follow-up activities include callbacks to 1) selected people who sent in evaluations and expressed specific interests; 2) newsletter contacts; 3) hospital community education specialists.

More efforts will be made to get our information to the Spanish media.

12. Sharing information.

As outlined in detail in Section 10, Objective II and Objective III, extensive efforts have been made and will continue to be made to reach the intended audience. It is vital that this process of informing the public be repeated again and again, and we now have products that can continually be generated for newsletters, interested groups, etc., to keep the fact that libraries have good health resources in the public eye.

Copies of the printed union list with a letter explaining the goals of the project were sent to neighboring large public libraries and library systems, and to the State Library. All libraries of all types in Ventura County, and all Black Gold and T.I.E. libraries, also received copies. Information on the project was also shared with the Santa Barbara/Ventura chapter of Reforma.

Documentation is written, and we would be happy to share it and our experiences with the software and hardware configurations with others who may wish to attempt a similar project.

We feel the idea of merging vital consumer health information resources of multi-type libraries in a convenient access tool

(Continued)

13. Subjective evaluation.

Our project participants are all pleased that a method has been discovered to maintain and keep up to date our combined holdings list and to ease access for the public to health materials in the multi-type libraries. As mentioned in Section 12, we have a product and the ability to print out updated products that can continue to be used and distributed strategically to keep our libraries' health information resources in the public eye.

So far, member libraries generally have been unable to specifically detect new use as a result of the product, with the exception of Dan Robles, who had a definite numerical response to his distribution of the Spanish-language lists in Santa Paula.

But all member libraries are very pleased with the responses the project has received and that they have received when they have personally distributed our book or information on the health information project.

(Continued)

Use additional pages for any section, as necessary.

14. Signature Catherine J. Pemprase

12. Sharing information. (Continued)

is a good one. It is possible that networking efforts using more advanced technology will make a project such as this obsolete in the near future, but for a small-scale, relatively compact region such as our county, it can work well.

13. Subjective evaluation. (Continued)

Recipients in general seem very surprised and pleased to receive our products. The organizational and individual contacts have enabled us to open the eyes of some very influential people in Ventura County to the important informational uses of libraries. These contacts enable us to reemphasize the value of libraries. An example of this is the opportunity for a very informative meeting with Marcos Vargas, head of El Concilio. Mr. Vargas expressed great interest, advised us of other good contacts among the Spanish-speaking organizations, and also expressed a personal interest in visits to and tours of our libraries. Other key contacts were the Health Promotion Center and Wellness Program educators. Another interesting contact made by the program is a local woman who does health information programs for television.

An element of the project that is taking hold and that we will be constantly reinforcing, is the idea that health educators should use our lists of library resources when doing their health education workshops and programs.

A side benefit anticipated in our grant application is the collection development benefits. This has really turned out to be significant. The member libraries' new book title lists, which are sent in, allow all of us to see if we have the best of the new titles in our own library's holdings. Also, many of the recipients of our union list, especially school librarians, mentioned that they would use the list for collection development.

We find, too, that the health experts and organizations to whom we sent our list, have in many cases offered suggestions for titles we should add. For example, the Downs Syndrome Association recommended what they felt were the best new books on the subejct. A nutritionist with the Health Promotion Center has sent us photocopies of reviews of nutrition titles, and suggested a journal as a source for reviews.

The difficulties, and there were some, are summarized below:

a. Technical Problems

Some of our most crucial technical problems were expressed in detail in our third quarterly report. To summarize briefly, the chief areas of difficulty were in the printing of the large union list, as follows:

(1) The inability of the word processing software (Multimate Advantage) to accept the whole file of our English-language union list. This necessitated some operations which our inexperienced staff needed consultant help to solve.

(2) The inability of Procite to alphabetize word by word in the way we would expect to see it. This meant that we needed to manually rearrange, through the word processor, large sections of the union list.

(3) The inability of the programming to detect all duplicate entries. Though Procite had many advantages as a software choice, there were difficulties which we did not expect. We have ordered an updated Procite version and, when our staff has time to study it, perhaps some of the problems will be resolved.

b. Delays

There were unexpected delays which affected the outcome of the project.:

(1) Our computer, ordered in October, was not delivered until March. This meant that the work of the consultant, the hiring of the staff to do input, and the actual input was not begun when expected, and everything else was correspondingly delayed. It was fortunate that we were able to use another VCLSA division's hardware in February as a temporary measure, and transfer software when our project computer arrived, or the delays would have been worse.

(2) Difficulties with the printer and software, necessitating help from the Information Systems Division of the County, also delayed the project.

(3) Unexpected gaps in the bibliographic data, compiled prior to the grant by a volunteer, meant many hours of rechecking by project and Ventura County Library staff.

(4) The technical difficulties mentioned above, especially the manual manipulation of data through the word processor, made the time needed to get camera-ready copy for the printer much greater than expected.

The delays did not keep us from finishing the stated objectives of the grant, but the late production and distribution of our products meant that we were unable to do as concentrated a public relations effort and followup as we would have liked during the grant period. This is not fatal to the total effort, however, because the committee and the project are continuing.

c. Staffing

As the project went on, it became obvious that much more staff time was needed than was anticipated. There was much more editing, checking and rechecking of bibliographic details, changing and reconciling of subject headings, etc., that needed professional input, and perferably immediate, on-the-spot professional input rather than referral to widely-scattered committee members. Committee members all contributed greatly in their special areas of expertise, and always came through when called upon, but were I to do it again, I would have a professional who could see the whole picture and keep track of project details. A great deal of extra time was spent by Ventura County Library's Manager of Adult Services and her library assistant.

d. Spanish-Language Materials

The compilation of our Spanish-language holdings showed a disappointingly low number of current Spanish-language health holdings in member libraries. This is a deficiency which Ventura County and Oxnard, especially, with the largest holdings, are determined to work on in the coming year. But it did mean that the Spanish part of our list did not cover as many health subjects as the English section.

We also experienced the usual difficulties and disagreements among experts as to the best words in our Spanish translations.

Were I to do it over again, I would have a project coordinator; I would try to involve more hospital and college libraries; and I would have more time with a consultant to choose and design the hardware and software configuration. Our decisions were made with good advice and using county-supported software and hardware, but perhaps more options could be explored. More costly intercommunication networks were ruled out in the grant application in the interests of cost and simplicity, but these might have been useful options to build upon.

On the whole, though, our health information committee members are pleased, and I think we have a useful vehicle for public access and information. Perhaps I could end with a quote from Dan Robles, Santa Paula's Blanchard Community Library Director and a committee member: "...it is definitely worth the time and energy expended by the Ventura County Library Services staff to see 'Your Prescription for Health' to its fruition."

Merced County Library 10/30/1986

Reference Outreach Project

Total project period: October 1, 1985 - September 30, 1986

Project Director: Charleen Renteria

Merced County Library
2100 O St.
Merced, CA 95340
(209) 385-7646

Reference service was improved in rural branches through staff training, purchase of basic titles, and development of computer-based local information files.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	1,300		4,725	6,025
Library materials	9,958		5,289	15,248
Contract services	25,835			25,835
Other operating expense	15,162		3,115	18,277
Equipment	38,766		829	39,595
Indirect cost				
TOTAL	91,022		13,958	104,981

SECTION 10

The three main thrusts of the project were: purchase of reference books; installation of a multi-user computer system; and reference training. The project director felt that the greatest accomplishment of the grant was the improvement in reference capabilities of the branch staff. There was a 26.2% improvement rate based on pre and post testing done before and after training. Eight months later, at the end of the project, responses to test questions and reference interview role playing had an accuracy rate of over 95% (sample tests are included in the attachments).

Other direct benefits of the reference training (Obj. 1) were the increased use of reference tools in the branch as well as the enhanced ability to look at new materials from a reference point-of-view. A manual was written for reference training and the Merced staff had established a regular routine training track by project's end. (Copy of manual in attachments.)

In addition to the new reference titles added to each branches collection (Obj. 2), a computer system was purchased and set up to automate the local Merced Sun Star newspaper index. Although not completed by September 30 (data entry was begun in late August), the Merced staff has continued to

do data entry. Once the whole file is in the computer, a printed copy will be distributed to the branches.

Objective 2 of this grant had also listed other files that were to be input before the project's end. This was not possible due to the late installation of the computer system. There were many internal delays in getting the paper work approved by the County Purchasing Department, County Counsel, and the Board of Supervisors. However, all library staff was trained on use of the computer system, and there is a real feeling of excitement about the kinds of access we will be able to provide our patrons with the files we will computerize.

The computer system, with its electronic mail component, has allowed our library it improve in turn-around time in reference questions. Branches, at the beginning of the grant either had once or twice a week delivery (through 49-99) or sent all material by mail. Even if the Central staff worked on the questions immediately, sometimes a week would pass before the branch even received the response. Van delivery service, begun in February 1986, increased the frequency of delivery to twice a week for eight branches; three times a week for ten branches; and five days per week for one branch. (All branches can and do call their reference question in if the patron needs an immediate answer). The four branches with computer terminals now send all of their

questions in via e-mail, usually receiving a response within 24 to 48 hours. Soon individual book requests will be sent this way as well. The project director trained branch and central staff on the mail system as well as writing training guides for ease of use.

We were not as successful as we had hoped in getting our branch staff to call Central Reference staff with "immediate need" reference questions. (Obj. 4) After much discussion with the branch staff, central staff, and the grant project director, we decided there were three reasons that this goal was not accomplished. (Stated goal was an increase in telephone calls to reference from branches of 50%, from 15/mo.) The reasons are:

1. Increased confidence of the branch staff after training. This was apparent in the over 120% per month increase in reference questions recorded after training.
2. Staffing at Central. There is one reference librarian on the desk at Central. Despite the willingness of that librarian to transfer the call to an off-desk librarian, most branch Assistants felt they did not want to "bother" the reference librarian.
3. Changing old habits. Until recently (within the last few years), Branch Assistants were told to make NO long distance call unless it was an

emergency. Many assistants have worked in the system for many (up to 41!) years and find it difficult to call long distance. Fortunately, these branches' reference statistics have been the ones to increase most dramatically, reflecting their willingness and new ability to answer questions at the local level.

The project was featured in each local paper; many stories were illustrated with photographs of the local branch assistant receiving training from the project director. (Articles were sent in previous quarterly reports.) Other publicity (Obj. 5) included bookmarks and flyers. The computer terminals, installed a month before training actually began, attracted considerable attention. The branch assistants were quite frustrated at being able only to tell (not demonstrate) to the patrons what their system could do. By project's end, the assistants had become adept at using the terminals for e-mail (none of the ladies had ever used a computer before) and were looking forward to receiving training from the Branch Services Supervisor on use of the database part of the software.

SECTION 11

The plan for continued service is now in place although it differs from the grant application description. The grant

stated that the project librarian position would become a part-time position at the reference desk; due to staff shortages this will not happen. This position was to be responsible for training and data base entry. The training will be done by the Branch Services Supervisor. The project director, realizing that there would be no extra staff to continue training, wrote the Reference Training Manual to be part of the training program that was in place. The previous training program had relied on verbal instruction entirely. The project director worked with the Branch Services Supervisor and her staff to rewrite the branch manual, with each skill area divided by chapter. Thus, the Reference manual and Branch manual became part of the revised training system now in place for all branch staff. The Project Director observed and evaluated the Branch Supervisor teaching a reference session, so there is a solid program in place for staff enrichment that was not in existence prior to the grant. Branch staff meet three times a year for business/workshops. With a unified level of training in place, intermediate level workshops can now be planned.

As previously mentioned, data entry is being done with existing staff. This is possible due to the ability of the newspaper indexing librarian to enter data directly on to the data base, allowing the clerk to do retro. The librarian responsible for audio-visual materials has entered the videos in preparations for placing them in packages, and the Branch

Department staff is entering the Large Print packages.

The county will pay for telecommunication and maintenance costs as stated in the grant.

SECTION 12

Information about the project was sent to "LIBRARY JOURNAL", "AMERICAN LIBRARIES," and "RURAL LIBRARIES." A short item appeared in both the "LIBRARY JOURNAL HOTLINE" and monthly journal. (Copy of article sent in previous report). Several libraries sent letters of inquiry to the project director who responded with additional information. Local cable T.V. aired a videotape made about the library which included information about the project. A copy of the Reference Training manual was requested by the staff of 49-99 and SJVIS, and was sent at the project's end. The project librarian worked with the project director of the Rural Information Access Project; when either of the project directors did presentations, each spoke about the other project as well.

At the project's end, two consultants from the State Library visited the project for a discussion of goals, achievements, and a demonstration of the multi-user computer system. This visit was requested by the project director so that

information about what multi-user computer systems can do to enhance the reference function could be passed on at the state level.

The other two goals of the grant, books and training, leave their legacy as well. Books were chosen that would not become rapidly dated; thus, many years of use lie ahead in the 19 branches of the Merced County Library System. The manual is available from the Branch Services Department upon request.

This project could be replicated in other parts of California that have a need for rapid transmission and complex sorting of data. Now that the Rural Information Access Project has completed its two year course, a library has two alternatives for reference computer use- both projects having successfully demonstrated that reference functions can be enhanced by use of a computer.

SECTION 13

As mentioned in the beginning of this report, the project's greatest success (at least, from a local point of view) was the reference training. Our branch assistants are no longer afraid that someone might ask them something they do not

know, because they have learned (and told us!) that they can find answers through a reference interview and step by step reference procedures.

If we could go back and rewrite part of the grant, we would change the phrase "microcomputer" to minicomputer". We did not have enough knowledge at the time to know that what we wanted to do (remote, dial-up, simultaneous use) could not be done by a micro or what is known as a personal computer. Eight months of the project was spent in paper work trying to get the system we wanted via the standardized county purchasing channels. There were several other systems we had wanted bids from (Sire, In Magic) that were not sent bids due to a purchasing department oversight. Had we had a clearer understanding of exactly what we needed to order, and had there been less departmental politics involved, our computer system could have been in existence six months sooner, allowing for more data entry time.

The system we choose is a good choice for us. We share a mini computer with the Health Department and the Data Processing Department houses and services the CPU. This system also allows us the flexibility of using dedicated line, dial-up access from a dumb terminal, or dial-up access through the use of a micro/personal computer using communication software.

The advantages of a multi-user system are the e-mail and the power in assigning multiple fields and interconnecting fields. The disadvantages are the cost of maintenance, which we split with the Health Department ($3600/yr software, and over $8000/yr hardware), and the telecommunication costs. Had we known more about Packet Radio, we might have used radio instead of telephone communications as a way of decreasing costs.

I do not see any way of improving the state's grant process; the difficulty for us was in the necessity of describing what we wanted to do without clearly knowing how to do it. However, that seems to be the nature of a demonstration project...

Monterey County Library 10/27/1987

Books By Mail

Total project period: October 1, 1985 - September 30, 1987

Project Director: Judith Sulsona

Monterey County Library
26 Central Ave.
Salinas, CA 93901
(408) 424-3244

An automated books by mail program was developed for isolated county residents and inmates of the Correctional Training Facility at Soledad.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	84,142		15,000	99,142
Library materials	28,015	1,000		29,015
Contract services				
Other operating expense	40,241			40,241
Equipment	7,016			7,016
Indirect cost		5,760		5,760
TOTAL	159,416	6,760	15,000	181,176

BOOKS BY MAIL PROJECT FINAL REPORT

10. Project Accomplishments

A. PATRON INVOLVEMENT/REGISTRATION DRIVE

Since the service began in April, 1986, we registered a total of 1914 patrons, 1079 of which are inmates of the Correctional Training Facility-Soledad (CTF), and 835 are rural or homebound patrons. Almost daily, patrons expressed their appreciation for our postage-free library services which included the biannual catalogs, reference service, interlibrary loan, a bi-monthly newsletter, and a summer reading program for young people in 1987.

B. COLLECTION DEVELOPMENT/SERVICE DELIVERY

By September, 1987, Books by Mail had a collection of about 5500 mass market and trade paperback volumes, almost double the originally anticipated collection of 2800 paperbacks. Also, we had a collection of 84 hardcover best-selling titles on lease from Baker & Taylor. The collection was made available to participants through each of the four catalogs. Each catalog contained 950 completely annotated paperbacks and hardcover best sellers.

From April to September of 1986, 2,664 books were circulated from the paperback collection, 2,148 of which were mailed to rural patrons and 516 to CTF patrons. During 1986-1987, 8,237 titles were circulated from the catalog, with 7,139 for rural patrons and 1,098 for CTF. All four catalogs remained in active use at the end of the LSCA project.

Other services continued throughout the project. In 1985-1986, 311 reference/information requests were filled, 84 for rural and 227 for CTF-Soledad. In 1986-1987, 416 reference/information requests were filled, 173 for rural and 243 for CTF. Author/title requests were filled on a daily basis. With the cooperation of the Monterey County Library interlibrary loan staff, branches, and MOBAC, 1,119 interlibrary loan requests were filled in 1985-1986, with 344 going to rural patrons and 775 to CTF patrons. During 1986-1987, 2,608 interlibrary loans were filled, with 1,386 for rural patrons and 1,222 for CTF patrons. Patrons indicated satisfaction with all of the Books by Mail services and were pleased to be able to request any title and subject they wished.

The Project Librarian worked at maintaining personal contact with patrons to create a sense of community among users. Part of this included giving special attention to requests for title substitutions and to reference and author/title requests, so each patron received a more personal service. Also, the Project Librarian published a newsletter, and adapted the summer reading program for Books by Mail.

C. PROJECT MANAGEMENT

A unique and successful aspect of Books by Mail was the automated system, using PFS software, adapted for project use by Monterey County Library's Special Services Coordinator, supervisor of the project. The system was used to manage patron records, maintain the collection data base, generate the annotated catalog, control circulation, generate lists (overdues, patrons, booklists, etc.), control the program budget, and record and maintain statistics. A self-guided tutorial is attached.

D. FUNDING

Looking ahead to the end of the grant-funded period, the Special Services Coordinator and the Project Librarian began identifying possible funding sources:

(1) On March 10, 1987, the Monterey County Board of Supervisors passed Ordinance No. 3226, which amends Section 14.30.030 of the Monterey County Code, allowing the county departments to sell advertising space on County property. The Acting Librarian testified to the Board on the issue of selling advertising space in the Books by Mail catalog.

(2) The Special Services Coordinator developed a fund raising brochure that describes the service and invites patrons, local businesses, service providers, and members of service clubs to help in defraying the $5,000.00 for books, $3,000.00 for printing, and $5,000.00 for postage needed for the program during 1987-1988. A letter inviting businesses to advertise in the catalog and the brochure were mailed to 20 targeted companies in the area on the last week of September. Phone calls will follow.

(3) We are also exploring some marketing options for libraries interested in contracting our services for the development of this type of program in their areas.

For 1987-1988, Monterey County absorbed the costs of continuing the program with the same level of service. The staff of the program consists of 25% of the Special Services Coordinator's time, a full-time Library Assistant III, and a part-time page. A copy of the work distribution is attached. Funding also includes $1000 for the Baker and Taylor lease plan, $6000 for paperbacks, and funds for operations. The service will be supervised by the Special Services Coordinator, who will be responsible for book selection, catalog annotations, the newsletter, and the reference requests. The weekly prison deliveries continue as an in-kind contributions of CTF-Soledad, as are the three inmate clerk positions.

11. Continued Services

On October 1, 1987, Books by Mail was incorporated into the Monterey County Library. It will continue to offer all the services that it provided in the past as an LSCA project: two catalogs a year, reference service, interlibrary loan service from the Monterey County Library collection and through MOBAC, and a summer reading program for young people. The program will continue to be free and postage paid, making it possible for rural residents to continue to receive the same level of service as a patron who is able to walk into any branch of Monterey County Library.

12. Sharing Information:

Presentations about the automated system, the in-house catalog, publicity strategies, and service delivery to rural patrons and the correctional facility were offered to the Santa Cruz, San Mateo and San Benito County Libraries' staff. Presentations were also made by the Special Services Coordinator at a graduate library class at San Jose State University, and at the California Library Association and the MicroSolutions Conferences. Materials have also been shared with Solano County and the Winding Rivers Library System in Wisconsin.

The BOOKS BY MAIL IMPLEMENTATION HANDBOOK and the SELF-GUIDED TUTORIAL were developed by the Special Services Coordinator. They will both be available for distribution in November, 1987.

13. Subjective evaluation

A. CLIENT INVOLVEMENT/REGISTRATION DRIVE

1985-1986		1985-1986	
Rural registrations	381	Rural circulation	2,503
CTF-Soledad	537	CTF-Soledad	1,353
Total	918	Total	3,856
1986-1987		**1986-1987**	
Rural registrations	454	Rural circulation	8,574
CTF-Soledad	543	CTF-Soledad	2,390
Total	997	Total	10,964

The goal of Monterey County Library's Books by Mail Project was to extend the full range of library materials, as well as information and reference services, to remote and geographically isolated residents of Monterey County. This included 9,000 rural residents and 2,000 inmates of the Correctional Training Facility-Soledad (CTF).

During the first year, our target populations were inmates of CTF and residents of southern Monterey County. Inmate involvement was primarily the work of the three CTF librarians. Our liaisons with the prison were the Community Resources Coordinator and the North Facility Librarian. The Special Services Coordinator and the Project Librarian met with the education staff, the facility librarians, and inmate clerks on several occasions. The North Facility clerks have served as an informal advisory committee.

Our initial approach to rural residents was through key individuals who were identified in each of the target communities, through local businesses, personal contacts, schools, or even the criss-cross directory. We contacted them by mail or phone to begin our "word of mouth" campaign.

Once the service began, press releases appeared in Monterey County newspapers. After the project was underway, the Monterey Peninsula Herald and the Salinas Californian published excellent feature stories with photographs. However, these articles brought responses only from residents of urban areas who were not eligible for service under the guidelines of the project. Requests from urban homebound persons were referred to volunteer outreach programs at local libraries.

A more effective publicity effort is the mailing of flyers announcing the publication of each edition of the catalog. Before each edition of the catalog is mailed, rural carrier routes are verified with local post offices, and flyers are sent to each family on selected carrier routes. We reached 1,469 homes in northern Monterey County and 1,808 in southern Monterey County with each mailing, totalling 3,277 in September, 1987. It is an expensive method, with some duplication at trailer parks, but it is the best method for assuring that unserved and new residents are contacted. Since some rural routes extend into other nearby counties, we attach letters to the flyers, explaining that only Monterey residents were eligible for the service. The response is always excellent.

1,600 copies of our first catalog were mailed to the stops of the southern Monterey County rural routes, as well as to registered patrons on the Bradley route. Catalogs were also successfully placed at Monterey Peninsula College, and two Monterey County Library branches, Big Sur and Greenfield. The Librarian at Greenfield, who lives on the Bradley route, was wonderful about seeing, personally, that new residents received copies of the Books by Mail catalogs. Catalogs were placed at the three facility libraries of CTF-Soledad.

Before mailing the second catalog, Fall/Winter 1986, the Project Librarian conducted a study of responses from southern Monterey County. We decided that, since the response in the south was sufficient, there was no need not to mail catalogs to every home, only to registered patrons. The largest circulation area was South County, from Chualar in the north to the San Luis Obisbo County line,

with 1,076 circulated titles, and South Coast, from Palo Colorado Canyon in the north to the San Luis Obispo County line, with 781 circulated titles.

Because we were expanding the program to North County, from Salinas north to the Santa Cruz County line, we mailed catalogs to each home on selected northern carrier routes. The response was good, but it did not equal the response in the South.

The Spring/Summer 1987 Catalog, was mailed to registered patrons in the south and to each home in North County. The Fall/ Winter, 1987 Catalog was mailed only to registered patrons. We had a strong interest in reaching Las Lomas, a community in North County. Because it is a city route, each home has to have a personal address. We are relying on several enthusiastic "word of mouth" patrons for publicity in the area, one of whom contributes financially on a quarterly basis.

Because it is difficult for a program serving the geographically isolated, the homebound, and CTF inmates to develop one advisory committee, the Project Librarian worked to maintain personal communication with patrons by telephone and note. One important method for patron involvement was the evaluation cards placed in each edition of the catalog in both English and Spanish. Through these evaluations, we received suggestions that have resulted in excellent additions to the catalog and collection. For instance, the idea of using age and grade levels for children's books. (Levels were taken from Children's Books In Print, though the Project Librarian used her judgement on some titles). Also, ideas regarding subject interests were helpful to the Project Librarian in developing the collection. Comments on the content and format of the catalogs were:

	Excellent	Good	Sat.	Unsatisfactory.
Spring 1986				
Selection	55	31	13	
Format	79	18	3	
Fall/Winter 1986				
Selection	28	12	2	1
Format	34	10	1	
Spring/Summer 1987				
Selection	31	11		1
Format	32	9	1	

Just before the Fall/Winter Catalog 1986 was mailed in December, 1986, we instituted a bi-monthly newsletter to clarify procedures, give patrons special information, announcements, list new best sellers, and respond to their questions and evaluations. This proved to be a successful method of involving patrons and building a sense of community. The first funding request was carried in the newsletter and brought a fair response. Patrons saw this as their

way to help underwrite the expense of the postage. Three of these initial donors continued to donate toward postage quarterly.

We had planned to offer a summer reading program in 1986, but the heavy load of requests from the first catalog, the remodeling of the offices, and the cost overrun on the initial catalog made it impossible. However, in the summer of 1987, we worked with other libraries in offering MYSTERY MANSION, the county-wide summer reading program, to our young participants. The Project Librarian adapted the materials to permit Books by Mail patrons to participate more fully. Since many of the children, especially in southern Monterey County, do not have access to a branch or school library, or the Bookmobile in the summertime, the Books by Mail staff must make a special effort to reach them during that time of the year.

MYSTERY MANSION flyers were mailed with the June newsletter. In May, the Project Librarian and the Supervising Librarian of Branches and Stations spoke to assemblies at Pacific Valley and Captain Cooper (Big Sur) schools in the South Coast area. The Project Librarian also visited each classroom at San Antonio School (Lockwood), South County.

Juvenile and young adult circulation for the summer of 1986 was 391. However, during MYSTERY MANSION 1987, the circulation for this same group was 1,154. Of this statistic, 401 titles were requested by the children and young adults registered in MYSTERY MANSION. In June, we received 105 registrations, and we had 29 children actually return their creative writing, pictures, and book review projects sponsored by the program. Certificates, the children's own work, new Books by Mail buttons, posters and forms for the County Library bookmark contest, and a collected booklet of their own MYSTERY MANSION MYSTERIES, were mailed to each child who completed the program.

During the summer of 1987, we were fortunate to have an extremely competent Youth Employment student worker to serve as a page for the project. She processed the books for the fourth catalog, shelved, and helped with the MYSTERY MANSION summer program.

Almost daily, the project staff received thank you notes, some scribbled on date due slips and order cards, as well as on postcards and stationery. All expressed their gratitude for the service. Rural patrons had the same loyalty to Books by Mail that they would to a local branch or community library. For CTF inmates, the program offered the possibility of ordering materials to support their educational curricula, as well as a selection source for current, popular books, Spanish language materials, and best sellers. The inmates also expressed appreciation in letters (one was mailed directly to the editor of a local newspaper), and in conversations with us during our visits to the institution.

B. COLLECTION DEVELOPMENT/SERVICE DELIVERY

One original objective of the Books by Mail Project was to have a collection of 1,600 paperback titles by the end of the first year. These were to be listed and annotated in a spring catalog and a fall/winter supplement. The goal of the second year of the project was to add 580 titles to the collection, listed in a catalog to be published in April, 1986. 320 more titles were to be listed in a supplement to be available in October, 1986.

However, at the end of 1985-1986, we had a collection of a little more than 1,800 annotated paperback titles. In order to relieve the pressure on Monterey County Library's collection, hardcover best sellers were leased from Baker & Taylor. At the end of 1985-1986, the collection had 35 hardcover best sellers, and, at the end of 1986-1987, we had added 49 more best-selling titles. As soon as paperback editions of these best sellers became available, they were purchased to eliminate the extra expense of mailing hardcover titles, and the hardcovers were then returned to Baker & Taylor.

The collection itself, was arranged by accession number. The same beginning digit was assigned to books that were included in the same catalog. The accession number of titles in the first catalog began with 0, the second with 1, the third with 2, and so on. We also used special designations: B09.. for best sellers, J for Juvenile and Young Adult, S for Spanish, L for Large Print, X for Oversize, and Y for the Reading Rainbow Booklist.

When the Project Librarian numbered and annotated the collection, she attempted to keep categories and/or subjects together. Often, we were asked to substitute titles. By placing similar titles together, we shortened pulling time and simplified the handling of subject requests and reference questions.

Paperbacks were taped on the outside with book tape, and inside the front and back covers with transparent tape. In a year and a half of use, we only had to replace two or three of the most popular titles, three oversized Garfield cartoon books, and a couple of dog-chewed books. The same has been true of the nylon mailing bags that were purchased from A. Rifkin Company. We have discarded only one that was torn.

Two copies of each title were purchased for the first catalog. Experience showed, however, that it was best to purchase single copies, with the exception of certain best-selling authors and popular subjects. This decision to eliminate unnecessary duplication permitted us to increase the number of individual titles in the collection. When a title proved extremely popular, we immediately purchased or leased second and, if necessary, third copies from either Ingram, our paperback supplier, or Baker & Taylor. If a

county or interlibrary loan title proved to be particularly popular with one segment of our users, it was usually added to the collection.

In early 1987, most second copies were weeded from the first catalog and passed on to the smaller Monterey County Library branches and stations. The first catalog was still in active use by patrons at the end of the project, so no titles had actually been weeded from the collection.

The first and second catalogs, we similar in contents. In April, 1987, ve produced the third catalog. It held about 950 titles. This catalog included more Children's and Young Adult titles to support MYSTERY MANSION. A separate collection was created as an ongoing support for Reading Rainbow, Public Broadcasting's summer television series for children. A booklist of the Reading Rainbow Collection and Reading Rainbow titles that we already owned was compiled by the Project Librarian. The existing collection may be updated each year with new titles from the series and published in the spring/summer of edition of the catalog.

In late September, 1987, we mailed the fourth catalog, which also included 950 annotated titles. At the end of the LSCA project, the program had a collection of about 5500 titles. Some of these had not been annotated or entered in the data base when the LSCA project ended, but they were being processed for the fifth catalog. We also initiated a standing order for the Ulverscroft Linford series (large print) paperbacks.

The Books by Mail collection is a basic, popular one. However, over the nearly two years of operation, it grew increasingly to reflect our many-faceted community. For instance, South Coast patrons were more interested in esoteric titles, often Oriental religions, nature, photography, and Californiana. The rest of the county seemed more interested in best sellers, "how-to" materials, crime stories, and popular fiction. In the Young Adult collection, the series romances like Sweet Valley High and Seniors, were especially popular. In the Children's collection, picture books and easy readers were favorites. We also developed a group of avid adult mystery readers. Many selection ideas, of course, have come from readers' evaluations and requests. However, the Project Librarian did the basic paperback selection, as many bookstores do, from Ingram's Advance and Paperback Advance. Advance picked up trade titles, and Paperback Advance picked up mass market. Advance also picked up new paperback children's titles, and Paperback Advance picked up new paperback Young Adult titles. She also used the full range of publisher's catalogs, from Shambhala to Scholastic, in order to find books that would appeal specifically to our patrons.

Recent circulation figures indicate that the same subject categories remained popular with rural patrons. In the third quarter, the top ranking subjects were:

Non-Fiction	426
Children's/Young Adult	411
General Fiction	274
Best Sellers	186
Humor	101
Mystery	81

However, the summer statistics indicated that, for the first two months of the fourth quarter, school holidays and MYSTERY MANSION made a real difference in the statistical ranking:

Children's/Young Adult	825
Non-Fiction	242
General Fiction	168
Best Sellers	110
Mystery	107
Humor	104

The drop in circulation statistics for adults may be attributed to the fact that, in the South Coast area, many adults work in the tourist industry during the summer months.

CTF-Soledad inmates submitted many more author/title requests than from the Books by Mail catalogs. During the fourth quarter, the inmate circulation statistics reflected this fact. From the project catalogs, these categories were most popular:

Non-Fiction	57
Spanish	50
General Fiction	32
Best Sellers	25
Cookery	16
Suspense	13

The popularity of Spanish materials is due to the fact that there are few Spanish books in the prison libraries. The most popular titles in Spanish among both CTF and rural patrons were American best sellers translated into Spanish, the occult, "strange but true" stories, some self-improvement, scandals in the Mexican government, true crimes, poetry, and materials about their own countries and cultures.

Even though the Project Librarian took into consideration the kind of materials CTF inmates chose, they still tended to select titles they saw in BOOKS IN PRINT, newspaper reviews, or inmate friends recommended. Higher registration and circulation at the North and South facilities are due to the fact that the Central Facility has a larger book collection and an academic library. Because of the difficulty in getting books back form the inmates, the Central Facility had very limited participation during 1987.

Our first catalog was printed by a private printer, the second and third by the vocational printing class at CTF as an in-kind contribution, and the fourth catalog by the County Graphics Department, allowing the staff to judge which of the three printers proved to be most cost effective in terms of the time and quality, as well as actual printing costs. One obstacle to using the printing services at CTF is our plan to sell advertising space in the catalog. We are presently studying our printing options for the fifth catalog.

C. PROJECT MANAGEMENT

A special feature of Monterey County Library's Books by Mail project was its automated system, developed by the Special Services Coordinator, in cooperation with the project staff. The system performed the following functions for the project:

managed each patron's records
maintained collection data base
generated the annotated catalog
controlled circulation activities
generated mailing labels
generated lists (overdues, patrons, etc.)
recorded purchases and maintained purchasing files
controlled program budget
recorded and maintained statistics

Financial spreadsheets were formatted to supply the financial information needed for our reports to the California State Library, simplifying the process of both bookkeeping and reporting.

Two functions that were originally projected for the automated system have not been implemented. First, the Project Assistant was to have maintained records of every title on order, including catalog accession number, order date, vendor, bibliographic information, non-fiction subject headings, annotations, and patron reserves. This simply was not feasible, since many titles were back-ordered or cancelled, and therefore not available when a catalog was being prepared for printing. It proved to be simpler for the Project Librarian to annotate the titles that had been received directly into the data base, or into a disk that would be later copied into the data base.

The second function that was not implemented was the production of overdue notices by the computer. In the beginning, the cost of computer generated forms seemed more expensive than necessary for our volume. Our rural patrons have had, with few exceptions, an extremely good record on returns! The fact that service was immediately suspended, seemed to be enough of a threat. Circulation was set originally for three weeks, but the mail made that an unrealistic expectation. We finally permitted a two week grace period before overdues were sent. This eliminated requests for a "just a week's extension", as well as problems with the post. We use a "generic" Books by Mail overdue postcard that works to jog memories, followed in two weeks, by a Monterey County Library bill. However, as the Project is assimilated into Monterey County Library, it will probably conform to the county policy of not sending overdue notices, only bills.

Books by Mail seemed to have been plagued by a series of unexpected crises. For instance, we began receiving the great load of initial requests when the library was involved in its extended six month remodeling process, making it impossible to get into the stacks for author/title and subject requests. The second catalog ran into printing difficulties and arrived two months late, placing the heavy response period just as the Spring/Summer Catalog 1987 was being annotated. Also, the printing quality of both the second and third catalogs was very uneven, making it necessary to revise every copy before it was mailed out. When the heavy load of requests from the third catalog began arriving, the Books by Mail office was being painted as a two month, on again off again project. Finally, the County Librarian retired at the time when we were beginning to plan our fund raising strategies for the third year of the service. We felt that no specific plans could be implemented or commitments made until the new County Librarian was appointed. Our fund raising timeline, therefore, was delayed by almost six months.

Without the LSCA grant, the Monterey County Library would not have been able to develop this new type of library service. Federal funding during the developmental period enabled us to experiment with book selection in order to create a viable collection for our diverse service sectors. It also enables us to explore various printing options, take the time to establish a dedicated user's community, streamline the original automated system, and identify and explore funding sources. Because of this opportunity, a full range of library services is now available to Monterey County's very diverse special populations.

Riverside City and County Public Library 10/30/1986

Cooperative Local History Project

Total project period: October 1, 1984 - September 30, 1986

Project Director: Judith Auth

Riverside City and County Public Library
3581 Seventh St.
Riverside, CA 92501
(714) 787-7213

The program identified and organized local history materials in the county library branches, county museum and historian's office.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	146,394		12,409	158,803
Library materials				
Contract services	53,694		758	54,452
Other operating expense	52,000		3,466	55,466
Equipment			7,439	7,439
Indirect cost				
TOTAL	252,088		24,072	276,160

Riverside City and County Public Library

Cooperative Local History Project

Final Report

10. PROJECT ACCOMPLISHMENTS:

The accomplishments of the Cooperative Local History Project, 1985-1986, are myriad. The project staff has identified, cataloged, organized, and preserved local history materials throughout Riverside County. Increased staff and public awareness of the value and relevance of local history materials has been encouraged through media coverage, workshops, and promotion of local history materials as primary resources by the CLHP staff. Continuation of the project's accomplishments in cataloging and preservation techniques are assured by the continuing exposure to these techniques in the CLHP workshops and technical manual. Distribution of the project brochure to interested libraries, museums, and persons has broadened the level of awareness of local history materials as accessible portals to recent history.

A. The CLHP completed organization and preservation of materials at the Central Library and 24 branches of the Riverside City and County Public Library, the Riverside County Historian's Office, the Riverside Municipal Museum, and at nine independent agencies throughout Riverside County. If the mass of materials at a specific site was found to be too great to complete during the time allocated to the grant staff, volunteers were trained to carry on the work to completion. Informal workshops were held at each independent agency to inform staff of CLHP procedures.

B. A technical manual was completed and distributed to all participants in the closing workshops and to staff members of cooperating agencies. The manual was written for the lay person, and designed to be used by a volunteer with no formal instruction in CLHP methodology. The organizational methods for vertical file arrangement and photograph cataloging procedures were thoroughly discussed with text and graphics. This manual was written to stand independent of the Master Subject Heading List; or should a Riverside County agency prefer, in conjunction with the MSHL.

C. The Master Subject Heading List, created in the first year, was updated to include the second year's subject entries from the nine independent agencies. The additions boosted the total to well over 2,750 entries. The MSHL was written to be used with the Technical Manual for persons in Riverside County system. It may also serve as a model for other communities in forming their own headings.

D. Several important local history items that dated back to 1870 including the Roe documents, a hand-written manuscript of early Riverside history, were sent to a paper conservator in Santa Monica. Leslie Kruth completed the work on all but the Roe

documents. These were forwarded to a specialist in Chicago, William Minter. Mr. Minter has undertaken the task of deacidification, preservation, repair, and encapsulation of the documents. The manuscript will be bound after encapsulation. Mr. Minter expects to complete work on the Roe manuscript and accompanying notes in early November.

E. Rare citrus labels were deacidified and repaired. The Riverside City and County Library now houses a very nice collection of citrus labels representative of the industry in Riverside County. Some items among the collection are considered rare and valuable by collectors.

F. Archival supplies were used throughout the project at all agencies. The final workshops focused on the methods and advantages of using these materials. Each site was left with an adequate supply of materials to carry work through this budget year. The project staff stressed the need for each agency to allow for a continued expenditure in their own budgets next year.

G. The CLHP has cataloged monographs and important pamphlets at eleven agencies and several branches from the RCCPL system. During the first year, 1,700 items were identified and processed as Local History materials. In the second year, an additional 1,300 items were entered into OCLC and the RCCPL Marion data base. A backlog of 750 items has been searched and provisions have been made to continue to enter new records into the OCLC data base by contracting with an independent cataloging service. Collections were formed and entered as such into OCLC with appropriate tracings and links to unify materials and provide user access through the record. OCLC inputting and updating of records will continue utilizing the contract agency, Savage Information Services. Completion of the cataloging and inputting is expected in early November.

H. Records are completed for just under 800 RCCPL maps and will be entered into the OCLC data base. A specialized tracing system will be used in-house to provide greater access.

I. An estimated 20,000 photographic images are located in the RCCPL system and the eleven participating agencies. Over one-half of that number has been cataloged and processed by the CLHP. The remaining balance are currently being processed by trained staff and volunteers using the CLHP methodology. At the close of the grant, 75% of the photos were correctly housed and preliminary stages of cataloging had been completed.

J. One unlooked for aspect of the CLHP was the good relations between agencies that were cemented by close contact with one another and the CLHP staff while working toward the accomplishment of the same goal: making local history safe and accessible.

K. A project brochure was published and mailed to just under 700 libraries, museums, historical societies, and interested persons or agencies. The brochure outlines the objectives of the project, provides background information on the participating

agencies and lists their individual holdings in general terms. The brochure is illustrated with photographs from the varied collections throughout Riverside County.

L. An increase in staff and public awareness of the rarity and value of items in their local history collections has been an outgrowth of the CLHP project. Many new additions to collections at each site were the result of publicity generated by the CLHP site visitation. An example of this was the donation of 5,000 negatives and 3,000 prints to the Palm Springs Historical Society. Many more photographs were promised to libraries and museums in Blythe, Hemet, Banning, and Beaumont. Members of the community responded with gratifying interest to the project and the concluding workshops. Most persons expressed surprise when informed of an item market value today. Security in collections was for the most part increased as awareness was heightened.

M. The CLHP staff made 25 presentations to local organizations during the first year and conducted informal workshops at each locale visited during the 1985-86 grant. Three formal workshops were conducted at the close of each year's project. In 1985, the workshops were held at Riverside, Indio, and Valle Vista. In 1986, they were held in Riverside on September 11; in Palm Springs on September 16; and a concluding workshop in Riverside on September 23. The total number of persons attending all six workshops was 215. The first year, the brochure and Master Subject Heading List were distributed. The second year, a packet of archival material catalogs, the updated brochure, new Training Manual, and photograph cataloging package were distributed to each person in attendance. Each agency representative received a packet of 12 selected titles from the AASLH.

11. CONTINUED SERVICES

Riverside City and County Public Library has made a commitment to continue the work begun by the CLHP by the addition to the present staffing of a fulltime Local History Librarian. This person will continue to function as the liaison between branches and will serve as a contact person for the cooperating agencies reached during the grant project.

Riverside City and County Public Library Technical Services Department will continue to catalog books pertinent to the Local History Collection as Local History and will also provide this service for contract agencies. Collection Development will build in the areas of Local History and California, a support collection will also be added to the general collection.

The Master Subject Heading List has been printed and distributed throughout all the participating agencies and branches in RCCPL System. The MSHL is on disc in the Library's word processing system and will continue to be amended and updated as is required. Additions and deletions may be made by forwarding information to the Local History Librarian at RCCPL Central.

The CLHP Technical Manual has been printed and distributed throughout the participating agencies and to persons who have attended CLHP workshops or expressed an interest in obtaining the manual. The Technical Manual may be acquired by mailing an inquiry to the Local History Librarian at RCCPL Central. Five hundred copies were printed, and the master copy filed, should demand exceed that number.

Just under seven hundred copies of the updated CLHP brochure were mailed to interested persons and agencies. This brochure outlines, in general terms, the Local History collections located throughout Riverside County and notes hours and telephone numbers.

The Local History Librarian will continue to act as a system-wide consultant in the use of archival supplies and preservation techniques. Participating agencies have also been introduced to this individual during the closing workshops and will have further contact with the Local History Librarian at the conclusion of the grant when remaining supplies will be divided among the participants.

Some discussion has taken place between Library and Museum officials toward a centralized storage facility and a cooperative collection. At this time, all considerations are tentative and in the planning stage only.

12. SHARING OF INFORMATION

Sharing of information about the project and local history collections, has been accomplished through press releases in local communities, workshops, brochure distribution, publication of the Technical Manual and Master Subject Heading List and through formal and informal contacts with librarians, curators, researchers, and historians throughout Riverside County and the State of California.

The CLHP staff has received many inquiries from outside California, most desiring information about the grant itself or project methods. All inquiries were answered and further correspondence will be the responsibility of the Local History Librarian.

New records have been created and loaded into OCLC and SAILS/MARION data bases providing more access to materials and records alike. Formation of these records in OCLC will provide the basic formatting useful for other local history catalogers in the creation of their own records.

Information about local history, local collections, preservation techniques, sources of supply, and the organizational systems used by the CLHP were shared during formal workshop presentations. The closing workshops were augmented by a number of informal workshops held at each locale. Community members and staff from participating agencies were in attendance at each informal presentation.

13. SUBJECTIVE EVALUATION

The CLHP faced many difficulties in accomplishing the ambitious

task set forward by grant goals and objectives. Among the most difficult were recruiting and keeping qualified staff, insufficient equipment, insufficient time to process the seriously underestimated amounts of local history materials in Riverside County.

Equipment was always at a premium. Typically, libraries do not have extra equipment available. The CLHP staff required the use of several typewriters at many different locations, a word processor, a MARION/SAILS terminal, an OCLC terminal and printer, plus the frequent use of a city/county automobile. All of this equipment was frequently not available for the most efficient use of CLHP staff time. The project also required office and storage space. If a library is doing its job, space is one of the most precious commodities in the physical plant. RCCPL is a busy, functional library and space is at a premium.

Staffing the grant was a difficult and time consuming task. The quality of the staff was always top caliber, but due to the nature of the temporary status of the job, staff frequently left to more secure jobs. The cataloger, specified by the grant, was secured for several months before leaving for a permanent position; his replacement was advertised for and never found.

The amounts of local history materials in participating agencies was without fail, largely underestimated. An example of this was the San Jacinto Valley Museum estimate of photographs first placed at "50 or so"; after processing, in excess of 600. Throughout the grant, amounts were found to be often two or three times the original estimate. Naturally, more supplies and staff time were required to complete this gargantuan task. Volunteers were recruited to help take up slack. Volunteers require time to train, but remain community contacts and retain the ability to carry on and complete the project. The volunteers who worked with the CLHP staff turned into the most important aspect of the project. It is appropriate that members of the community should work to support, organize and preserve their own history. Riverside County citizens should be congratulated for their interest in this project.

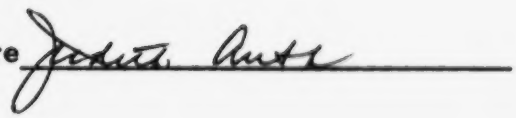
The use of archival quality supplies and basic preservation techniques is the most important aspect of this grant project. The materials now adequately housed and treated can wait for the slow procedures of cataloging and organizing without further damage or decay due to poor or inadequate environment. Thousands of pamphlets, photographs, newspapers, and ephemera are appropriately stored.

Access to innumerable local history items are available to citizens, researchers, historians, students, and the general populace. Prior to the CLHP, records were either idiocyncratic or unavailable for use. Collections and individual items were also exposed to the danger of theft and vandalism.

Public awareness of the unique and irreplaceable nature of local history materials has increased. Perhaps even more important, librarians in RCCPL and the participating agencies are much more aware of the treasures housed in their files. All agencies are making more concerted efforts to collect and preserve local history

materials throughout Riverside County. Riverside County should serve as a model to other communities for this instance alone.

The CLHP was certainly a worthwhile endeavor. The accomplishments far, far outweigh the disadvantages encountered while servicing the grant. The project has educated Riverside County citizens, made accessible enormous amounts of information, and preserved or extended the life of unique historical records. On October 18, 1986, the California Committee for the Promotion of History awarded a certificate of merit to the Riverside City and County Public Library for "Excellent Achievement in Cultural Resources Management."

14. Signature 

Riverside City and County Public Library 10/28/1987

Riverside County Local History Catalog

Total project period: October 1, 1986 - September 30, 1987

Project Director: Thomas L. Johnson

Riverside City and County Public Library
3581 Seventh St.
Riverside, CA 92501
(714) 787-7213

A catalog was prepared of local history materials in the library branches, museums and societies of Riverside County, identified and cataloged in previous LSCA projects.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits				
Library materials				
Contract services				
Other operating expense	12,200			12,200
Equipment				
Indirect cost				
TOTAL	12,200			12,200

Riverside City and County Public Library

Riverside County Local History Catalog

Final Summary Report Narrative

10. Project Accomplishments

The goals of the project were to make Riverside County historical materials available and accessible to the public and to make all citizens, researchers and historians aware of the existence of the cataloged local history materials. The goals were accomplished thru the development and distribution of the Riverside County Local History Catalog. The microfiche catalog contains 1,968 bibliographic records in six MARC formats (Books, Serials, Audiovisual, Manuscripts, Scores and Sound Recordings). 3,964 items are held by the participating agencies:

Banning Unified School District Library District
Beaumont District Library
Corona Public Library
Hemet Public Library
Mission Inn Museum
Palm Springs Historical Society Museum
Palm Springs Public Library
Palo Verde Valley District Library
Riverside City and County Public Library
Riverside County Historian's Office
Riverside Municipal Museum
San Jacinto Valley Museum

The catalog provides public access to materials dealing with the history and development of Riverside County.

To accomplish the projects goals, the following objectives were met:

1. Requirements and specifications for the production of a microfiche catalog of the cataloged history materials in machine-readable format at the participating agencies were developed. The requirements and specifications in the form of a Request for Quotation were sent to 10 COM vendors. The Request for Quotation is Attachment #2.

2. Responses from 4 COM vendors were evaluated and Auto-Graphics was selected to produce the catalog.

3. 100 copies of the catalog were produced.

4. A User's Guide for using the microfiche catalog was prepared. Sample diagrams for entries defined the information included in the catalog. The guide was distributed with the catalog.

5. 85 copies of the catalog were distributed to the participating agencies, other libraries within the Inland Empire area, to the public library reference centers, to BARC and SCAN, and to the State Library. Catalogs were distributed to 78 locations.

6. The availability of the catalog was publicized through news releases and announcements to 34 newspapers, 37 radio stations, 17 television stations, 10 library or historical journals and 212 local service organizations. The press release is Attachment #4; the general announcement is Attachment #5; the distribution of the press release is Attachment #6; the distribution of the general announcement is Attachment #7.

7. A maintenance procedure for adding and correcting cataloging data for adding and deleting location symbols from the catalog was developed and distributed to to participating agencies. The procedure is Attachment #8.

8. The feasibility of reproducing local history photographs on optical disk linked with a microcomputer and video display screen was investigated. 40 vendors and/or consulting firms were contacted. Based on the information supplied by vendors from a request for information, the Library submitted a LSCA proposal to the State Library for an "Image Retrieval for Local History Photographs" project. The proposal is Attachment #9. While the State Library recommended submission of an application for the project, the Library declined to submit an application for internal reasons.

The number of bibliographic records and holdings records included in the catalog was over estimated. When the project application was prepared, it was anticipated that there would be 4,000 bibliographic records and 6,290 holdings records in the catalog. The estimates were based on figures gathered from the Cooperative Local History Projects of 1984-85 and 1985-86 respectively. The actual number of records is less due to several factors:

1. greater use of serial records rather than monographic records.

2. greater use of monographic series records rather than monographic records.

3. a single holding code indicated in the catalog for each agency regardless of the number of items owned for the particular bibliographic record.

It should be emphasized that all the local history materials cataloged in a MARC format by the Cooperative Local History Projects of 1984-85 and 1985-86 are included in the catalog.

11. Continued Services

The Riverside County Local History Catalog could not have been developed without its predecessor LSCA Projects--The Cooperative Local History Projects of 1984-85 and 1985-86 respectively. These projects cataloged many of the materials included in the catalog. This local history catalog project is then itself a continuation of prior projects.

It is planned that Riverside Local History Catalog will be produced biennially. Now that the first catalog has been developed and specifications and programs are in place for producing the catalog, the costs for producing new catalogs can be born by the participating agencies.

The development of a maintenance procedure for adding and correcting cataloging data and for adding and deleting location symbols from the catalog will allow the participating agencies to maintain the local history database so a new catalog can be produced.

12. Sharing Information

The availability of the catalog was publicized through news releases to 34 newspapers, 37 radio stations, and 17 television stations in the Inland Empire area and Southern California. 10 library and/or historical journals received news releases. 212 local service organizations also received announcements about the catalog.

The fact that the catalog is available in 78 locations in California and also that the bibliographic records are in the OCLC Union Catalog which is available to many libraries throughout California truly makes the Riverside County Local History Catalog a shared resource.

13. Subjective Evaluation

The availability of the Riverside County Local History Catalog in a microfiche format provides access to the materials dealing with the history and development of Riverside County. The fact materials included in the catalog are held in the public libraries in Riverside County, some publicly funded museums and some historical societies is significant. The non-library participation broadens the base of materials included. It also creates a basis for further cooperation among agencies with similar interests.

The Technical Advisory Committee played a meaningful role in the project. The committee assisted in the development of the requirements and specifications for the catalog. They also assisted in the evaluation and selection of the COM Vendor, Auto-Graphics.

14. Signature and Date

Thomas L. Johnson — Thomas L. Johnson

Project Director — 24-Sept-87

Riverside City and County Public Library 10/27/1986

Teachers Need Public Libraries

Total project period: October 1, 1985 - September 30, 1986

Project Director: Anne Osborn

Riverside City and County Public Library
3581 Seventh St.
Riverside, CA 92501
(714) 787-7213

A school/public library liaison program was developed with information programs in schools and staff training in libraries.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	27,777		5,297	33,074
Library materials	26			26
Contract services				
Other operating expense	13,786		2,280	16,066
Equipment	768			768
Indirect cost				
TOTAL	42,357		7,577	49,934

10. PROJECT ACCOMPLISHMENTS

EVALUATIVE MEASURES

1. Statistics Sheet (Attachment 1)

2. Children's Services Statistics (to have increased by 50% by September 1986) (Objective 1)

1983/84
260 class tours, 7,800 students
355 staff visits to 54 schools, 10,650 students
Total Students 18,450

1985/86
446 class tours, 13,380 students (exceeds 50% increase)
340 staff visits to 60 schools,10,200 students
(no appreciable increase here)
Total students: 23,580

3. Survey of Branch Library usage (Attachment 2)

4. Workshop Evaluations (Attachments 3 and 4)

5. Advisory Board Evaluations (Attachments 5, 6 through 11)

6. Riverside City and County Public Library Supervisory Staff Evaluations (Attachment 22)

OBJECTIVES ATTAINED/GOALS REALIZED

Objective 1: Training of 44 staff members was accomplished through four area inservice workshops in September, 1986. At these workshops the two slide/tape/videos, "Pass The P's Please" and "New-Fashioned Service", with accompanying handouts were shown and discussed (Attachment 15). A packet of materials was given to each participant. In it were all the items produced for the Library staff as well as those for the public. A total of 20 different items were printed for staff use (Attachment 16).

Evaluations from the workshops show that these materials and suggestions were received with enthusiasm and were of practical and immediate value.

The only part of this objective not acheived was the increase of staff visits to schools by 50% by June, 1986 (Attachment 2). This increase will more likely be realized in the year following the Grant, 1986/87, after all the workshop materials and

suggestions have been in use. In addition, since the Grant suffered a change of project directors with only four months left in the year, there was an unavoidable interruption of the time line.

SERVICES BEGUN, EXTENDED OR IMPROVED

1. Monthly Activity Calendar: Distribution will continue as usual to area schools but with an additional black and white copy included for duplication purposes. This was in response to requests received on the Faculty Evaluation form (see Third Quarterly Report). Through contacts made in the Riverside Unified School District's Instructional Media Center these black and white copies will be distributed for the Public Library to all Riverside Unified School District schools by means of district messenger. (Attachment 12).

2. Annotated Children's A/V Catalog: Central and Indio Libraries are presently checking out 16mm film and video cassettes to the adult patron. Because of requests on the Faculty Evaluation form, the children's titles have been compiled into a separate catalog and an additional section of sound filmstrips, annotated by the Project Director, was included in the Central Library's catalog. Indio's catalog has a blue cover and Central's is orange. (Attachment 13 and 14).

Objective 2: Copies of the slide/tape/video show "New-Fashioned Service" with its two accompanying handouts (Attachment 15) have been distributed to the five school districts that have a centralized instructional media center and/or a Library Coordinator. These are Riverside Unified School District, Alvord Unified School District, Jurupa Unified School District, Moreno Valley Unified School District and Desert Sands Unified School District. The County Education Service District's Library has a copy as well. An additional 27 copies were made so that each Branch will have one to circulate to the public and to schools in the remaining districts. Printed items produced for teachers and students are being distributed through the same process (Attachment 20).

As a service to those five school districts copies of the updated school lists and a current list of branch heads and children's librarians were included with their materials (Attachment 19).

Teachers Need Public Libraries
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This objective has not been fully met. As shown in the children's services statistics, 1985/86 class tours reaching 13,380 students have increased over 50% but staff visits to schools have stayed much the same. The total number of students reached has thus fallen short of the anticipated 27,765. Two factors contributed to this situation: (1) staff shortage and changes at critical times during the school year and (2) Grant materials and inservice having been designed to fall at the end of the Grant year. Again, as in Objective 1, the desired increases can be expected in the following 1986/87 year.

Objective 3: More than the expected ten elective, cooperative program activities have been generated and/or attended by the Project Director, reaching at least 3,000 students. They are:

1. Reading Fun Festival--held at the Central Library in May, 1986, in cooperation with the Inland Reading Council.

2. Workshop in "Leadership Training" attended in June, 1986, sponsored by the Inland Reading Council.

3. Membership in the Inland Reading Council.

4. Membership in the California Library Association and Children's Services Chapter.

5. Membership in the California Media and Library Educators Association.

6. Membership in the Southern California Council On Literature For Children And Young People.

7. Membership in the Riverside County Association of School Librarians.

8. Membership in the Young Adult Reviewers of Southern California.

9. "A Sea Of Upturned Faces", the 3rd Pacific Rim Conference, attended in August, 1986, sponsored by CLA.

10. Attended First Annual Story-Telling Festival, September, 1986, at California State, Los Angeles.

11. Attended three Riverside County Consortium meetings in June, July and August, 1986 (for Parenting Education and Children's Services).

12. 1986-7 Literacy Chairman for the Inland Reading Council.

The Educational Events calendar was not produced as originally conceived. The Fall Newsletter incorporates some of this concept but only as it relates to coming events and activities at Branch Libraries. After research and consideration, the Project Director decided that the time factor involved and the existence of similar Education Events lists available through the school districts limited the benefits of such a calendar. There were no faculty requests for such information nor was there an expressed need from school district personnel. Conversely there were many requests by teachers and branch staff to have upcoming Library events publicized county-wide.

PRESENT STATUS OF CLIENT GROUP

Students and teachers are now receiving the printed materials and viewing the video "New-Fashioned Service."

Library staff have completed inservice by participation in the workshops. They are preparing to distribute materials and to incorporate many of the ideas and suggestions into their school relations and programming.

PRESENT STATUS OF PROJECT SERVICES

Materials are in the process of distribution. School District personnel and Branch staff are sending in requests that are being filled and sent out within two days. Final monies were spent on reprinting items of great demand.

EVIDENCE REMAINING OF EXISTENCE OF GRANT

1. Printed materials and two A/V programs

2. Renewed enthusiasm for positive school relations on the part of the Library staff; as evidenced on the Workshop Evaluations forms (See attachment 4).

3. Increased interest and positive regard for Public Library services by public school personnel (and subsequently, it is believed, by students) as evidenced by Faculty Evaluation Survey (Third Quarterly Report) and Workshop Evaluations (Attachment 4).

11. CONTINUED SERVICES

Riverside City and County Public Library will fund the reprinting of materials as needed. Clerical staff and the Graphic Artist will help to distribute and to change details as required by individual branches. The Children's A/V Catalog will be updated yearly.

It is expected that through the use of the Media/Library contact person (on the individualized school lists) branch staff will be able to generate immediate and long-lasting relationships that will result in increased faculty presentations and school visits. More effective communication and sharing of needs and services should logically follow.

NEW DEVELOPMENTS DIRECTLY ATTRIBUTABLE TO GRANT ACTIVITIES

1. Desert branches will hold at least three Open Houses this year for area teachers at which Project materials will be available.

2. For the first time the "Roving" Children's Librarian is planning to make a series of school visits to conduct booktalks. This is taken directly from an idea in the "Pass The P's" booklet.

3. The Glen Avon Branch staff have been asked to provide materials and to be in attendance at the Troth Street School's September PTA Open-House.

4. The Highgrove Branch has been contacted by the Highgrove Elementary School's principal and asked to arrange Library Orientation Tours for all classes this Fall.

5. As a result of faculty presentations last Spring for the Grant, the Sun City Branch Librarian has been invited back to speak to individual grade levels on Library services and activities.

6. The Project Director was asked to do a series of talks to University Middle School English classes on special resources to be found at the Central Library. This came as a result of a very successful field trip last spring by a group from that school.

7. Two Perris teachers have specifically requested copies of the Children's A/V Catalog and are willing to go well out of their way to use Central Library's A/V collection.

8. Several Branch staff have asked the Project Director for more assistance in increasing school contacts and in planning programs and displays.

SERVICES AND/OR MATERIALS DROPPED

There are no plans at this time to print a Spring Newsletter. Staff limitations preclude the time needed to produce it.

The imprinted pencils will not be reproduced as this was a one-time-only workshop expense.

12. SHARING INFORMATION: PUBLICITY OF PROJECT ACTIVITIES

In addition to the previously reported news releases and press contacts a final short summary has been sent to the following groups for inclusion in Fall publications: (Attachment 21)

1. "Briefings"--Children's Services Chapter of California Library Association
2. "Riverside City Newsletter"
3. "The Sampler" Southern California Council on Literature for Children and Young People
4. "Inland Empire Reader"--Inland Empire Reading Council
5. "Inland Messenger"--Inland Library Services
6. "CLA Newsletter"--California Library Association
7. "California State Library Newsletter"--California State Library
8. "Reading Today"--California Reading Association
9. "CMLEA Journal"--California Media and Library Educators Association
10. "Riverside Press Enterprise" Educational Section
11. "Administrative Bulletin"--Riverside City and County Public Library

Announcement of the Workshop schedule and an invitation to attend was printed in the "Administrative Bulletin" (Attachment 17), A request to branches for the Fall Newsletter was sent out in July (Attachment 18).

One Advisory Board meeting was held during each of the first three quarters with two held during the fourth quarter. At each meeting Board members were given updates on Grant progress and copies of materials produced. At the final meeting both A/V programs were shown. Advice and suggestions were regularly solicited.

On September 22, the Riverside City and County Board of Library Trustees was given a summary of Grant activities along with copies of the printed materials produced.

FUTURE INFORMATION SHARING

At the October 2 Central Library Staff Meeting both A/V programs and accompanying materials will be shared with staff. Most of these people were unable to attend area workshops due to scheduling conflicts.

On October 8, the Inland Reading Council's Annual Garden Party will feature a display of Grant materials for teachers.

On November 15, the "Teachers Need Public Libraries" Grant will have a booth at the CLA's Trading Post exhibit. The Project Director will be there to answer questions and further the Grant objectives.

"New-Fashioned Service" will be shown by school teachers and branch staff to students and adults.

"Pass The P's Please" will become a part of regularly scheduled new employee orientation workshops.

FEASIBILITY OF REPLICATION OF PROJECT IN OTHER AREAS OF CALIFORNIA

It is highly recommended that this project be duplicated in other areas of the country. Especially in California, where most school libraries are weak and poorly funded, public libraries play a large role in educating students to be life-long library users. This project directly addresses that need.

The four quarterly reports and the Grant Proposal itself may serve as guides. Not being copyrighted, the materials and both slide/tape/vidoes can be requested for use in another project.

"Pass The P's Please" and the ideas in the accompanying booklet could be used in a public library staff development program anywhere and can stand alone without the other project materials.

13 SUBJECTIVE EVALUATION:

PROJECT'S SUCCESSES

1. The slide/tape/videos are professionally done and serve the purposes for which they were intended.

2. All the materials produced for both public and library staff use are appropriate, practical and attractive. They will become a part of future staff inservice and most will continue to be published by the the Riverside City and County Public Library. (See page 11 b, Services and/or Materials Dropped)

3. Excellent relations and valuable contacts within school districts are continuing and should prove to be of assistance to Riverside City and County Library staff.

4. Production of the A/V programs led to increased awareness of the professional, technical and artistic talents available in the Riverside area.

5. Volunteers were located for the folding of brochures. One local convalescent home, a community center and three middle school students were invaluable to the completion of required tasks. Good community relations and possible future volunteer help have been established. (Attachment 23)

6. Riverside City and County Public Library staff members were very excited about using the materials and without exception found the workshops useful and stimulating.

PROJECT'S OR WEAKNESSES

While there area no definite failures there were areas that fell short of expectations.

(Objective 1) The 50% increase in staff visits to the schools is not apparent at this time. It is expected in the next year and there are signs now of an increasing number of school contacts.

(Objective - 2) The Alvord Unified School District was completely left out of this project due to a situation beyond the control of either project director (see Quarterly Reports 1 and 2).

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(Objective 3) The project director decided not to include cooperative planning guidelines for joint school/library programming in a procedures manual. Two main reasons were behind this decision: (1) The time period to fulfill most of the Grant objectives was so limited that priorities had to be set. This was not a high priority as it is a specialized, infrequently occurring situation. (2) Branch staff was not, in the Project director's opinion, ready to attempt large projects such as these cooperative activities (a case of "too much, too soon").

SUGGESTIONS FOR CHANGES TO BE MADE IN PLANNING AND /OR CARRYING OUT OF GRANT OBJECTIVES

1. TIME FACTOR: This type of Grant could benefit from being a 2-year project. The first year to be used for setting up the contacts and developing the materials and the second year for distribution and more in-depth inservice instruction. Evaluation after the materials and instruction have been in place for a period of time would be more valu able, accurate, and quantifiable. Time was inadequate.

2. FINANCIAL: Money for the professional services needed to produce the two required A/V programs was not written into the original budget. Due to salary savings, unique to this Project's late start and change of directors, it was still possible to hire a professional to complete these programs. Future grants should allow for this item in the operating expenses.

3. FACULTY PRESENTATIONS: (Objective 2) This part of the Project's time line took much more time than originally allowed. If future grants wish to duplicate this activity the difficulty in making contact, scheduling, and travel time involved can be taken into account much more realistically.

4. SUPPORT STAFF: -More of the in-house graphic designer's time needs to be allotted during the peak production periods of the Project. This Project Director enjoyed the design work and was willing and able to produce the entire printed-item but all directors should not be expected to do so. Many hours of personal time were spent in this area. * Please refer to Addendum 1.

5. Advisory Board participation was minimal and very disappointing. The Project Director deemed it unproductive to ask for a formal evaluation from the six members as none had enough direct knowledge of the Grant to

assess it adequately. Attendance at the few meetings was sporadic. Most of the communication was definitely one-sided, from the Project to the Board members. Therefore, either specific guidelines as to the responsibilities of an Advisory Board member should be written into the Grant Proposal and/or monies should be budgeted to allow payment of a stipend.

LSCA GRANT IMPROVEMENT SUGGESTIONS

The Project Director is given the responsibility of using all Grant monies by the end of the year. However the process by which this is accomplished does not give the director the control and the authority to (1) know at any given time how much money is still available and (2) to disperse it or transfer it when deemed necessary. A third party does the actual Financial Reports and handles the transactions. This leaves the director with the responsibility but no authority to exercise it. One suggestion would be to let the existing organization encumber all effected salaries, while leaving the remainder of the project funding under the control of the Project Director. * Please refer to Addendum 2, "Fiscal Responsibility".

GENERAL AND MISCELLANEOUS RECOMMENDATIONS PERTAINING TO FUTURE PROJECT ACTIVITIES

1. Public Librarians should meet semi-yearly with Public School Subject Coordinators. Curriculum changes can then be known in advance.

2. Yearly staff workshops should be scheduled for school-related activities. Sharing of ideas, successes, failures and actual work-time on materials could be included.

3. Joint inservice between school and library staff should be investigated. If feasible, they should be scheduled at regular intervals. This would be another cooperative activity that would benefit each.

OUTREACH PROGRAMS

San Jose Public Library 10/30/1987

Silicon Valley Information Center

Total project period: October 1, 1985 - September 30, 1987

Project Director: Virginia Carpio

San Jose Public Library
180 W. San Carlos St.
San Jose, CA 95113
(408) 277-4822

A reference center collection was assembled on the history of the computer industry in Santa Clara County.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	340,025	136,587	105,290	581,902
Library materials	47,000			47,000
Contract services	153,340			153,340
Other operating expense	77,873		308,191	386,064
Equipment	64,962	70,000		134,962
Indirect cost				
TOTAL	683,200	206,587	413,481	1,303,268

10. Project accomplishments.

The Silicon Valley Information Center (SVIC) opened to the public in September, 1986, after one year of intensive preparation. As the two-year LSCA grant Project comes to an end, all of its proposed goals and objectives have been accomplished; the Center continues to provide a permanent collection and information services about Silicon Valley and its high-tech industries.

The purpose of the Project was to provide public access to information about Silicon Valley; to create a collection and services providing information on the area's industry, demography, history, lifestyle and politics; and to design a public information campaign to obtain corporate and community support. Objectives included the establishment of a broad-based advisory board, the building of a collection of 20,000 items, the providing of an integrated approach to classifying and automating the collection and services for maximum access, and the provision of 54 hours of reference services beginning during the second year of the grant.

Major obstacles faced the Project. Historically the public library has had few contacts within the high-tech corporate community and has been viewed with little credibility as a serious information broker. Moreover, tracking the development of the high-tech industry was extremely difficult because of its dynamic nature. Finally, building a collection of representative material presented considerable organizational and access problems. Despite these problems, the SVIC staff, assisted by an Advisory Board (with representation from major Silicon Valley companies, universities, libraries, the San Jose Chamber of Commerce and the Mayor of San Jose) developed strategies for marketing the Project. The Advisory Board also took an active role in planning the acquisition, categorization, preservation and accessibility of the SVIC collection.

To gather information on the valley's high-tech industry, SVIC staff conducted individual presentations about the Project to nearly 100 representatives of Silicon Valley's largest and most influential high-tech companies and organizations. Another 550 companies were contacted by mail. As a result, SVIC has established many long term corporate contacts and has collected material (books, annual reports, company histories, press releases, newsletters, journals, videotapes, brochures, posters, etc.) from over 450 Silicon Valley companies (see Attachment A). These corporate archival materials form the foundation of the SVIC collection which consists of over 30,000 indexed and cataloged items, an amount that far exceeds our inital target figures (see Attachment B).

The Project has compiled a vast clipping file of 15,000 indexed and cataloged newspaper and magazine articles. The clipping file documents the constantly evolving high-tech industry, its companies, mergers, start-ups, personalities and issues. Drawing primarily upon local daily and weekly publications, the file provides reference librarians and patrons a valuable resource for up-to-date information about the valley. Earlier clippings donated to the Center from other organizations also serve as a source of information on companies which have dissolved or reorganized, an important facet of volatile corporate life in Silicon Valley.

To provide rapid access to SVIC materials, a wide array of technology and services were employed by the Project. An online public access catalog (OPAC), with worldwide dial-up capability was purchased by the City of San Jose in order to provide rapid access to the SVIC collection, including the SVIC clipping file. The online system provides bibliographic information to all materials in the collection and interfaces with RLIN to down-

load SVIC records into both the OPAC and the California statewide database. The system was unveiled to the public September 4, 1986, at the SVIC grand opening. In conjunction with dial-up capability, SVIC developed a document delivery service to provide photocopies of SVIC materials for telephone patrons who have dialed into the catalog from outside the building. Also available to patrons for whom SVIC librarians have performed catalog searches, the service has filled 85 patron requests for items located in the online system, approximately 50% coming from outside California. Through another special SVIC service, online reference searching, approximately 255 computer searches in online bibliographic retrieval systems have been performed for 102 patrons.

Although the Silicon Valley Information Center has been open to the public only one year, the number of patrons served by the Project has grown steadily. By the fourth quarter of FY 1986-87, SVIC was serving about 92 walk-in patrons per week and receiving about 40 reference telephone requests each week. About 10% of these calls originate from outside of California and another 15% are from California locations beyond Santa Clara County, a clear indication of SVIC's significance as a national resource. Although many calls are a result of SVIC publicity throughout the U.S., they also result from referrals by Silicon Valley organizations such as the American Electronics Association, the Semiconductor Industry Association, San Jose Chamber of Commerce and various legislative offices. Many SVIC users and corporate representatives continue to express appreciation for SVIC services and materials not available elsewhere (see Attachment C).

11. Continued services.

Most SVIC services are continuing, with funding by the City of San Jose. Of the original eleven FTE positions funded by the grant, five were funded by the City beginning in fiscal year 1986-87. The other six positions have been added to the Library Department for 1987-88 using Public Library Fund money. SVIC joins the regular Library operation during a time of severe budget restrictions and service reductions in the City of San Jose. Two of the eleven positions authorized for SVIC are currently vacant and, due to the City's hiring freeze, will not be filled soon. The City has also decided to temporarily reduce hours in all of the special collection units at the Main Library in order to maintain the Library's basic service levels at maximum hours. This will result in SVIC's hours being reduced from 54 to 39 hours of service per week in the very near future. (The Library Department has already reduced telephone reference service by three hours per day at peak hours throughout the Library system which includes SVIC).

The SVIC Advisory Board will discuss at its November meeting the feasibility of Board assistance in raising additional funds needed to continue those SVIC services beyond the scope of the Library budget.

12. Sharing information.

SVIC staff has conducted a comprehensive public information campaign to create and maintain public awareness of the Project. With assistance from public relations professionals serving on the SVIC Advisory Board, a publicity plan was prepared during the Project's first quarter. SVIC contracted with a local graphic arts firm to produce a professional package of publicity materials, including attractive invitations to the Center's opening, a SVIC commemorative poster, business cards, presentation folder (see Attachment D), a SVIC services brochure, and the SVIC semi-annual newsletter, Tomorrow. These materials were often used by SVIC staff in mailings, and during corporate visits, tours and presentations for local government officials, librarians, educators and other groups. The colorful SVIC poster has been frequently requested by corporate representatives and users of the Center. Three issues of the newsletter have been published and distributed nationwide, to about 1,000 companies, organizations, governmental agencies, libraries and the media. According to the qualitative evaluation of the Project prepared by Dr. Judith K. Larsen, the SVIC newsletter has been a particularly effective tool for informing Silicon Valley corporations about the Center and its services.

One highlight of the publicity campaign was the Center's successful and highly visible opening (see Attachment E) which was attended by State Librarian Gary Strong and City of San Jose Mayor Tom McEnery as well as other local dignitaries. Other promotional activities have included the publication of press releases and numerous articles about SVIC in local newspapers and national periodicals such as American Libraries, Wilson Library Bulletin, Matthew Lesko's Data Informer, Washington Researchers' The Information Report, and Semiconductor International (see SVIC presentation packet, Attachment D). The Center is also featured in the recently published 1987 Encyclopaedia Britannica Yearbook and in Resources for the History of Computing: A Guide to U.S. and Candadian Records, by the Charles Babbage Institute.

The entire publicity campaign has been highly successful in generating considerable public response and increased SVIC patronage. Therefore, continued marketing of the Center will remain a high and vital priority. SVIC will seek corporate support to continue publication and distribution of the newsletter, Tomorrow, and will distribute the recently completed SVIC brochure to raise public awareness of the Center. SVIC staff anticipate working with SVIC Advisory Board members during the next year to develop new strategies and sources of funding for marketing the Center.

13. Subjective evaluation.

From my perspective as Project Director, the Project has been extremely successful; the Silicon Valley Information Center is rapidly establishing itself as a unique public resource facility. A great deal has been accomplished in two years.

By presenting an innovative yet credible image within the high-tech corporate community and City government, SVIC has gained substantial ongoing financial support. The Project has received widespread publicity, and its success in obtaining donations of corporate materials as well as generating enthusiasm for SVIC has far exceeded our expectations. Another major accomplishment was the funding, purchase and installation of an online catalog during the first year of the grant, which provided immediate access to the SVIC collection from offices and homes throughout the world.

The diversity of users of the Center reflects upon the great need for such a service. While the Center's focus is on the high-tech industry, SVIC remains a public resource facility about the high-tech industry, but not solely for the high-tech industry. Although a majority of SVIC patrons represent business concerns, only 15% are from high-tech firms. Over half are either independent job seekers looking for specific company information, or service firms such as accounting, law, public relations, real estate or research firms seeking a wide range of information about Silicon Valley. Others who make frequent use of the Center include journalists, educators, students, government agencies, and individual citizens (see Attachment F for SVIC user profile).

The success of the Project is further documented by the research conducted by Dr. Judith K. Larsen, who was hired to determine the extent of public awareness and use of SVIC. Six months after its opening, the evaluator interviewed SVIC users and local high-tech company representatives. While interviews with both groups focused on awareness and use of SVIC services, users were also asked about their information interests, extent of satisfaction, and general reactions. Industry representatives were asked about corporate incentives to cooperate with SVIC. Although not active users of the Center, corporate representatives were well informed and enthusiastic about SVIC and its services. Both groups of respondents expressed substantial support for the Project and strongly recommended increased publicity and funding for SVIC services. (See Attachment G for summary of evaluation.)

14. Signature Virginia A. Carpio.
Assistant City Librarian
10/29/87

CLASS 11/30/1987

Regional Telecommunications Support System (RTSS) Evaluation Project

Total project period: October 1, 1986 - September 30, 1987

Project Director: Ronald F. Miller

Cooperative Library Agency for Systems and Services (CLASS)
1415 Koll Circle, Suite 101
San Jose, CA 95112
(408) 289-1756

CLASS contracted with an automation consultant to develop and evaluate the RTSS project of linked access to automated circulation systems.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	29,472			29,472
Library materials				
Contract services				
Other operating expense	63,971			63,971
Equipment				
Indirect cost	7,775			7,775
TOTAL	101,218			101,218

10. Project Accomplishments

This review of project accomplishments spans the period October 1, 1986 through September 30, 1987. Because CLASS has no first-hand knowledge of the accomplishments of previous contractors for this multi-year project, reports from those entities should be consulted to obtain a comprehensive view of it.

This project year was divided into two parts. Part I covered the period October 1, 1986 through March 31, 1987; Part II covered the period April 1, 1987 through September 30, 1987. Since each part had its own set of goals, activities and accomplishments they are reported separately below. In subsequent sections of this report. (Continued Services, Sharing Information, and Subjective Evaluation), the two time periods are combined. The report is formatted to follow the workstatements in the contract as closely as possible.

PART I (OCTOBER 1986 THROUGH MARCH 1987)

The PURPOSES of this period, as stated in the contract award letter, were:

* To maintain the present operation of RTSS from October 1, 1986 through March 31, 1987, supporting all current activities.

* To attempt to install RTSS in the Orange County Public Library and Fullerton Public Library prior to completion of the evaluation.

* To design and implement an evaluation process of RTSS which provides the Santiago Library System Council members with sufficient information to decide whether or not to assume responsibility for funding and administering its version of RTSS on April 1, 1987; and which provides the California State Library with sufficient information on RTSS in its concept, implementation and execution to decide upon its future role in library communications in the state.

To achieve these purposes, CLASS undertook to:

A) **Manage the evaluation of the RTSS system during the contract period by performing the following activities:**

1) An evaluator\consultant distinct from the software developer, Coleman Microsystems, Inc. (CMI), Encinitas, CA, was hired.

After identifying, interviewing and soliciting cost proposals from four candidates, Peat, Marwick, Mitchell and Company (PMM) was retained as the third party consultant. Their contract began December 3, 1986 and concluded with submittal of their final report on March 31, 1987. A supplemental letter which supplied additional information as requested by the Evaluation Manager was submitted on April 15, 1987 by PMM.

2) Planning/design conferences were held which included representatives from the California State Library, Santiago Library System, and CLASS. The results of these evaluation planning/design sessions were approved by all three parties both before the evaluation was implemented as well as at strategic points throughout the process.

Extensive use of OnTyme electronic mail allowed all participants to be consulted at all stages of the project without the necessity of many face-to-face meetings and correspondence. This process resulted in confirming PMM's evaluative activities which focused upon three objectives:

* Identify the benefits of the RTSS Project to the libraries in the Santiago Library System, specifically the components that the libraries found to be useful;

* Determine the viability of extending the use of RTSS to other regional cooperative library networks in California as a means of strengthening resource-sharing in the State, and

* Determine the market potential of RTSS and the feasibility of expanding the prototype RTSS into a full-fledged product.

The scope of Peat Marwick's assistance included limited fact-finding and analytical tasks and preparation of an executive level report. Their assistance did not include analysis of programming or software codes, extensive compilation of statistical data, detailed library cost benefit analysis, statewide market surveys or prospective reporting on future development budgets and product sales.

3) The evaluation consisted of on-site Santiago Library System/RTSS staff interviews, library director interviews, and acquiring data already collected by CMI. New operational data were collected, analyzed and reported.

4) Progress reports were provided to the Santiago Library System Council, CLASS and the California State Library on a regular basis.

Such progress was reported in person to the Santiago Library Council by the Evaluation Manager as well as the State Library's Project Moniter from reports received from PMM. In addition, PMM provided a written progress report, per contract, covering the period December 3, 1986 through February 13, 1987. This report was also forwarded to the LSCA Project Monitor.

5) A final report was submitted by PMM to the Santiago Library System Council for the purpose of helping those librarians decide whether to continue to use the RTSS or not.

Supplemented with interpretive reports produced and distributed to all parties by CLASS, PMM submitted its report in March 1987. Copies were forwarded to the LSCA Project Moniter and forms part of this report. Preliminary drafts were reviewed by CSL, Santiago and CLASS and corrections were made by PMM. The title of the report is "Evaluation of the Regional Telecommunications Support System (RTSS)," dated March 1987. A key exhibit, "RTSS Project Summary Chart" is reproduced on the next page of this report.

B) The California State Library was assisted in maintaining the RTSS system operation by the following activities:

1) An RTSS maintenance contract was negotiated with Coleman MicroSystems, Inc. (CMI)and implemented as part of an over-all agreement for maintenance and development activities. Copies of this contract were deposited with the CSL Monitor per the CLASS LSCA contract with the CSL.

2) In cooperation with CLASS, CMI recommended and contracted with a suitable vendor who assumed full RTSS maintenance responsibility before the end of the project.

That contractor (Management and Consulting Concepts, Van Nuys, CA [MCC]) learned the RTSS software and took over maintenance responsibility from CMI and trained users on the system. MCC also took over maintainance of the hardware installed for the project in each participating Santiago library. MCC assumed full maintenance responsibility by March 1987.

3) The progress and effectiveness of CMI's training of MCC, and their performance in the field were monitored.

Monthly "trouble reports" designed by CLASS were submitted by MCC to CMI and forwarded to CLASS as arranged. In addition, oral performance reports were solicited from selected Santiago staff as well as frequent consultation with MCC personnel. CLASS followed up on reported difficulties.

C) Assisted the California State Library to install an operating RTSS system to access the Orange County Public Library and the Fullerton Public Library's automated circulation systems.

By March 1987, the Fullerton Public Library's CLSI automated circulation system was accessible from other Santiago members' RTSS workstations. (See below for OCPL)

RTSS PROJECT SUMMARY CHART

LIBRARY	Anaheim Public Library	Buena Park Library District	Fullerton Public Library	Huntington Beach Public Library	Newport Beach Public Library	Orange County Public Library	Orange Public Library	Placentia Public Library	Santa Ana Public Library	Yorba Linda Public Library	Pomona Public Library
Automated Circulation System	SCI	SCI	CLSI	CLSI	TO BE SELECTED	UTLAS/ DATAPHASE	PLANNING TO AUTOMATE	SCI	CLSI	SCI	LOCALLY DEVELOPED SYSTEM
Circulation System Accessible on RTSS	Yes	Yes	No	Yes	N/A	No	N/A	Yes	Yes	Yes	Yes
Circulation System changes in the next 12 months	DRA	DYNIX	UNKNOWN	UNKNOWN	TO BE SELECTED	UNKNOWN	TO BE SELECTED	DRA	UNKNOWN	DRA	UNKNOWN
Majority of I.L. requests currently handled using	SCI/ Telephone	SCI/ Telephone	OCLC	OCLC	OCLC	OCLC	RTSS	SCI/ Telephone	RTSS	SCI/ Telephone	OCLC
Library Has OCLC	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes
% of I.L. Requests Searched on RTSS Currently * (Average Number of Requests/Month in Parentheses)	5% (400)	10% (120)	0% (80)	5% (83)	10% (120)	0% (700)	100% (15)	10% (200)	100% (83)	10% (160)	0% (25)
Percentage of Time on RTSS Spent on Searching*	DATA NOT AVAILABLE	50%	5%	RTSS NOT IMPLEMENTED	50%	RTSS NOT IMPLEMENTED	40%	20%	35%	DATA NOT AVAILABLE	RTSS NOT IMPLEMENTED
Percentage of Time on RTSS Spent on Electronic Mail*	DATA NOT AVAILABLE	50%	95%	RTSS NOT IMPLEMENTED	50%	RTSS NOT IMPLEMENTED	60%	80%	60%	DATA NOT AVAILABLE	RTSS NOT IMPLEMENTED
Percentage of Time on RTSS Spent on Conferencing*	0%	0%	0%	0%	0%	0%	0%	0%	5%	1%	0%
Frequency of Use/Week (Based on Test)	1 Hour	DATA NOT AVAILABLE	1.5 Hours	2 Hours	5 Hours	1Hour	2 Hours	3 Hours	8 Hours	2.5 Hours	N/A+
RTSS Hit Rate (Based on Test)	42%	35%	75%	9%	50%	17%	55%	96%	92%	35%	N/A+
OCLC Hit Rate *	N/A	N/A	90%	DATA NOT AVAILABLE	98%	99%	97%	N/A	N/A	N/A	99%
Turnaround Time (RTSS) - Days (Based on Test)	10	DATA NOT AVAILABLE	7	11	DATA NOT AVAILABLE	3	12	12	7	13	N/A+
Turnaround Time (non-RTSS) - Days (Based on Test)	11	DATA NOT AVAILABLE	10	9	DATA NOT AVAILABLE	9	3	8	7	17	N/A+
Whether RTSS Has Improved I.L. Operations in the Library	Yes	Yes	No	No	DATA NOT AVAILABLE	No	Yes	Yes	Yes	Yes	RTSS NOT IMPLEMENTED

* Estimates provided by library staff.

+The Pomona Public Library was not included in the Test since the conditions affecting turnaround time are different for the Pomona Public Library. (Pomona Public Library is not a member of SLS.)

N/A = Not Applicable.

1) A qualified "technical ombudsman", with demonstrated knowledge of the UTLAS system such as is installed at the Orange County Public Library, was contracted to facilitate the development and installation of an operating RTSS system at the Orange County Public Library by CMI, and to document the process.

The "ombudsman" selected was the Manager of Customer Support for UTLAS in Kansas City. A letter agreement between CLASS and UTLAS for that purpose has been deposited with the CSL Project Monitor, per the CLASS contract. With the personal support of UTLAS management, this person was selected to coordinate development activities among CMI, OCPL, Martin-Marrietta and UTLAS, and report directly to CLASS. Documentation of that effort resides in several letters between UTLAS, CLASS and CMI during the project.

Unfortunately, despite concerted action, operational access to the Orange County's UTLAS T-Series 50 circulation system was not achieved by March 31, 1987. (See below)

D) CLASS served as fiscal and contracting agent for the project.

1)During this phase of the Project the following contracts were active:

CLASS - CSL	Project management (LSCA)
CLASS - PMM	Project evaluation
CLASS - UTLAS	Ombudsman
CLASS - CMI	Development, maintenance
CLASS - MCC	Maintenance, training

As fiscal agent and project manager, CLASS authorized and disbursed funds under terms of the LSCA.

2) Coleman Micro Systems, Inc. (CMI) of Encinitas, California had the primary contract with CLASS to participate in achieving the goals of the Project. In previous years, CMI had served as Project Director. CMI's responsibilites under this agreement (copies of which have been deposited with the CSL Project Monitor) included:

* Maintenance of the hardware, software and documentation, including parts

* Contribute data and advice to the evaluators and contracting agent

* Pay invoices to suppliers accountable to CMI per contractural obligations

* Attempt installation of RTSS for access to Orange County Public Library and Fullerton Public Library

* Secure third party maintenance, train, and back them up.

CMI reported its activities as follows as of April 1987 (Bracketed items are inserted by CLASS for editorial clarity):

"Program the existing RTSS Networkstations to search the Fullerton Public Library Circulation System and the Orange County Public Library Circulation System and install these new search routines on all existing RTSS Networkstations.

The search routines for the Fullerton Public Library Circulation System were completed and installed on all existing RTSS Networkstations.

The search routines for the Orange County Public Library Circulation System were not completed.

On November 13, 1986 Karlene Kirtley of Utlas [ombudsman] was to demonstrate for John Jewell of the California State Library and Mark Coleman of Coleman MicroSystems the computer port purchased in December of 1985 on the Tandem Series 50 circulation system computer was in fact working for dial up access. This demonstration failed, but Karlene did demonstrate for John Jewell and Mark Coleman how holdings information and item status information could be obtained through "Inquiry Mode" of the Utlas circulation software using a hard wired terminal.

Ralph Horton at Utlas [Kansas City] enabled Coleman MicroSystems to access the Orange County Public Library Circulation System through the [RTSS] dial-up port using PC terminal emulation software for Tandem on March 12, 1987.

Using this terminal emulator Coleman MicroSystems was able to determine that the computer port would not reset automatically after disconnecting. This required Coleman MicroSystems to call Martin Marrietta [operator of the Orange County's Data Center] or Utlas to reset our port after each time we dialed in. Utlas said that this problem would be corrected in a future software upgrade. In the meantime this problem makes RTSS searching without some way of resetting the port between searches [difficult].

Using a data analyzer, Coleman MicroSystems was able to program the RTSS Software to reset the port and log in properly regardless of how the port was "left" from a previous connection. Using this RTSS Networkstation routine we were able to interact very reliably with the Tandem Series 50 over long distance (noisy) telephone lines. Overcoming this obstacle made completion of the RTSS search routines possible. Now all we needed was to have password access to "Inquiry Mode" (as demonstrated Nov. 13) and we would be able to complete the programming using the data analyzer.

Our request to be given password access to Inquiry Mode on the OCPL circ system was denied [by OCPL]. The reason stated was that unauthorized access to patron information is [against OCPL policy].

When this same security issue was raised by the Anaheim Public Library, Coleman MicroSystems wrote a letter to William Griffiths (Director of the Anaheim PL) promising not to allow the display of any patron information.

(Note: There has not been a security breech on any of the RTSS searchable, library circulation systems during the RTSS-Gateway development, testing and operation period, which began in June of 1985.)

If needed, we could encrypt the searching software so that no one could figure out how to access the OCPL computer (including patron information) from looking at the RTSS program code. Accessing the OCPL computer without the Tandem terminal emulation software would be virtually impossible and would require hours of continuous connection and effort even with proper password and other log in information by an experienced programmer.

Currently, the programming effort for the OCPL System is on hold pending action on the part of the SLS Council and member libraries."

The above report was provided by Mark Coleman, Director of Research and Development, Coleman MicroSystems.

3) For their part in the Project, the Santiago Library System contributed the following, as enumerated in the CLASS LSCA contract.

* The Board appointed a three-member Evaluation Steering Committee which contributed to the design and content of the PMM evaluation and its final report.

* The Board provided time and other staff who cooperated with PMM to participate in interviews and provide operating data during the test period use of RTSS for interlibrary loan.

* The Board agreed to decide either as a Public Library System or as individual libraries to continue to use RTSS at their own expense beginning April 1, 1987, provided that evaluation reports were distributed to them at least six weeks prior to the decision date.

PMM was not able to make a report deadline for various valid reasons, so the CSL Moniter agreed to extend that decision point until the end of April (See Phase II).

PHASE II (APRIL 1, 1987 THROUGH SEPTEMBER 30, 1988)

Because the RTSS connection with OCPL was not completed within Phase I as originally projected, and because the PMM evaluation report was not received in time, both delays made it impractical for the SLS Board to decide to continue RTSS using local funds. Therefore, various contracts were extended as follows:

A) CLASS/LSCA project management was amended and extended through October 1987.

CLASS agreed to extend its responsibility as Evaluation Manager and fiscal agent and also serve as an interim "RTSS Coordinator" for the Santiago Library System (SLS), thereby assuming responsibility for several activities which were added to Phase I obligations. These are detailed below:

1) Transfer responsibility from CMI to CLASS for payment of monthly project telephone bills until they could be transferred to Santiago member libraries for payment. This process was exceedingly complicated since the chain of authorization involved over 17 parties at one time or another. Several times the various links were broken and the process had to commence again. The transfer also required the decision that either SLS or its member libraries would assume such responsibility.

2) Assist the SLS to define priority enhancements as identified by PMM in Phase I with the help of the CSL, CMI and the newly named RTSS Management Committee.

A process was devised to accomplish this activity and the priority enhancements were defined by soliciting input from all SLS libraries. The enhancements and associated management considerations are described in a CLASS memo dated January 23, 1987 entitled "Enhancements to the Regional Telecommunications Support System (RTSS) and Related Management Considerations."

3) To incorporate these enhancements in a LSCA proposal written for SLS to be submitted to the CSL in September 1987.

This proposal was drafted for the SLS Council in June-August, 1987, but the Council decided not to submit it for LSCA funding. The prices quoted by CMI to develop those enhancements were unacceptably high to the CSL as well.

4) To assist SLS to undertake management responsibility for their own RTSS system, design options were developed by CLASS and presented in April 1987 and was adopted as a working plan by the Council. These options are contained in a memo dated April 12, 1987 entitled "RTSS Choices for the Santiago Library System."

5) To provide support for a statistical study of interlibrary loan requests among SLS libraries to determine the percentage of such requests that could be filled within the system.

The SLS Council adopted standard hit rates which the RTSS system should achieve as design criteria to be viable for its participating libraries. These standards were: 1) if a needed item is known to exist in the target data base, the hit ratio should be not less than 90%; 2) if all participating data bases are searched without prior knowledge of item location, then the over-all hit ratio must be not less than 50%.

To determine if these criteria were already being met by the system and to learn where improvements should be made if they were not made, a "baseline" study was proposed to the SLS Council in September 1987, to be paid for with augmented contract funds. The Council decided not to implement this proposal.

6) CLASS also had responsibility for tying up loose administrative and financial ends, submitting final reports and the like.

B) Contract between CLASS and CMI was extended for the month of April 1987 to:

1) Try to complete the RTSS connection with the Orange County Public Library's UTLAS T-Series 50.

This was not accomplished, thereby negating other contractual obligations as noted below. On April 16, 1987 the following report was received from CMI on this topic (refer to Phase I, part D report for previous events--brackets indicate editing by CLASS):

> "I am pleased to report that we have overcome the problem of the Tandem/Utlas Circ system not resetting when you log out or become disconnected. As with all the other circ systems, RTSS resets the port and logs in properly at the beginning of each search. We were able to achieve this with RTSS and OCPL Circ yesterday. This means that we will not require Tandem/Utlas to fix the problem in order for us to program the RTSS and create reliable software for RTSS users.
>
> I would also like to report that without the terminal emulator, the response time of the circ is really quite good. From our first few hours of tests we feel the circ is also quite reliable from the RTSS point of view. (Our port recovery routine works 98% of the time, even over noisy phone lines.)
>
> [...]From our perspective now, we think the system is just as fast and reliable as the other circs[...]."

Subsequent to this event, project staff were informed that a dial-access OPAC would be available on the OCPL circulation system in July 1987, which would simplify the interface of RTSS with the OCPL system, so this special programming effort was halted. Subsequently, we learned that the OPAC would be delayed until October, 1987, past the contract termination date. Therefore, no operational connection between OCPL's T-Series 50 and RTSS was established.

2) Deliver and install the above software and documentation to SLS member libraries.

Not done (Item 1 above).

3) Send two copies of up-to-date RTSS Network Station and Network Host User Manuals, annotated source code and programming documentation to the CSL, and notify CLASS.

The LSCA Project Monitor reviewed these products and accepted them as adequate.

4) Submit an equipment inventory report to the CSL and notify CLASS.

I'm not certain if the CSL accepted this product, but an inventory was delivered.

5) CLASS assumed responsibility for payment and transfer of all project telephone accounts from CMI to participating libraries or to terminate the accounts by the Project's end. This process extended past the end of the contract period at CLASS expense.

6) CSL to notify CMI as to disposition of maintenance parts.

I believe these parts were transferred to the maintenance contractor (MCC) as planned.

C) The contract between CLASS and UTLAS for continuing to facilitate the connection between RTSS and the Orange County Public Library was extended without cost to LSCA.

D) A temporary "bridge" contract was jointly signed by CLASS and the chair of the SLS Administrative Council with Management and Consulting Concepts.

This agreement was intended to continue maintenance of the RTSS software and hardware until a six-month contract could be negotiated by CLASS on SLS' behalf. This was accomplished.

E) A six month contract between SLS and MCC for software maintenance only was drafted and forwarded to the SLS for approval. As of this writing, it has not been approved by SLS. MCC is providing service on an "on-call basis" having been verbally assured that the contract would be forth-coming from SLS.

11. Continued Services

During the two phases which comprised this year-long project, great effort was expended to produce a satisfactory working network of microcomputers capable of communicating with each other to satisfy project goals as stated in previous LSCA grant awards. Central to the continuation of the project beyond September 30, 1987 were these pre-conditions:

A) The RTSS system would have to access the Orange County Library's UTLAS T-Series 50 system in a routine environment.

This connection was not achieved primarily because:

1. Personnel difficulties.

2. At least three major changes in access techniques were developed or proposed by UTLAS over a six-month period.

B) Maintenance contracts must be in place to assure system performance.

Though negotiated by CLASS, the SLS Council did not execute them.

C) The "hit ratio" of items located by RTSS in participating libraries would have to meet minimum criteria (as described above) as approved by the SLS Council.

The Council did not approve a test to determine if such criteria could be met even though funds were available to do so.

D) That the CSL would support certain enhancements to the RTSS software capability.

The prices quoted by the developer were higher than the CSL was willing to expend for them.

E) That the participating libraries would agree to pay a fixed price to the developer for upgrading and delivering the software in case of local system changes.

It was determined that of the 10 participating library locations, 7 of them would receive major upgrades over a 12 month period, thereby effectively cutting off communication through the RTSS network during parts of that period. The libraries did agree individually, however, to pay a flat rate to adapt RTSS to their "new" systems.

Because of these and other factors, the SLS Council voted not to submit a final LSCA proposal, thereby effectively ending the project.

12. Sharing Information

One of the original intentions of the project was to make it available to other groups of libraries--especially public or multi-type library systems. Since the RTSS network was not adopted by the Santiago Library System as a self-sustaining resource sharing and communications system, it is unlikely that others would replicate it in its current form. Conditions for such implementation include a knowledgeable and technically competent "system operator" in the group who would coordinate its operations.

During the project, in previous years, presentations were given by the project director at CLA about it's potential capabilities, and an expectation of a new low cost solution to ILL resource-sharing was promulgated. Subsequently, demonstrations of the installed system were given to members of the CLASS Board of Directors, to a consultant working for the North Bay Cooperative Library System and the Director of the Mountain-Valley Library System. All were impressed and anticipated its future availability.

Phone consultations and an on-site demonstration were made for the State of Connecticut and a group of libraries in the mid-west. An article on RTSS may appear soon in Meckler's Database magazine.

There is no handbook or set of guidelines for others to follow in the replication of the RTSS system except the various user manuals produced and revised by CMI during the project. No such handbook was required as part of this contract.

13. Subjective Evaluation

A) Project successes

1) The project demonstrated that a microcomputer network which can automatically dial into dissimilar local and regional library systems in unattended mode for item location and electronic mail messaging is possible and useful.

2) It was also shown that it is possible for dumb terminals to be used as I/O devices to the system as well.

3) The developer also demonstrated that computer conferencing works within the RTSS network.

4) That it is technically feasible to set up such a network for up to 10-12 libraries and other remotely accessible data bases and maintain it in a reasonably reliable operating environment was demonstrated for several months as the system evolved.

5) By and large, despite numerous difficulties encountered in this pioneering effort, much of its promise was indeed fulfilled.

6) The direct participation of the CSL LSCA Project Monitor was a very strong asset to the project.

B) Project failures

1) Because of technical, political and personnel communication problems, routine access to the OCPL UTLAS T-Series 50 was not accomplished. Since the OCPL library resources are the largest and most extensive of the SLS membership, this was a major failure.

2) Because the allocation of project resources toward making the OCPL connection was large, additional capabilities of RTSS were not achieved.

3) Expectations of a fully functioning RTSS as described in a January 1986 memo to SLS participants created unrealistic goals to be achieved within the time and resources available.

4) There were simply too many groups and individuals involved over the life of the project, in too many locations for management to be cost effective.

5) Clear obligations and expectations and responsibilities were lacking among various parties at various times.

6) Clear communication, or lack of it, was perceived as a major deficiency which resulted in some delays and mis-understanding.

7) IBM PC clone hardware was selected, and several disk drive and other equipment failures inhibited timely software development.

8) Despite CMI's assertions that training on the system was adequate, some interviewees said that it was insufficient.

9) Because seven out of ten local systems in SLS were undergoing major changes in 1987-88, without careful scheduling and reliable software maintenance, the RTSS system maintenance would have usurped practically all available development resources. This appears to be a "Murphy's Law phenomenon".

C) What should have been done differently

1) The project manager should be on the central staff of the group of libraries involved in the installation at the beginning and be accountable to its governing body.

2) All parties should agree to a master project contract so that responsibilities are clear.

3) Realistic implementation schedules should be devised and all parties "sign on".

4) Baseline data should be collected before the system is implemented so that future evaluations could measure its impact.

5) Third party evaluation should have been set up throughout the history of the project to monitor progress and causes for delay.

D. **Evaluation**

1) I think it was a good idea to have objective third party evaluation. Findings are reported separately as noted above.

2) An RTSS Evaluation Committee was set up, which evolved into the RTSS Management Committee. A good idea, but not all participants devoted enough time to actively participate. It was a time overload for some.

E. **Advice to grant seekers**

1) I think the process for LSCA grants are routine and well-understood by the California Library Community.

2) It is important that all participants in a project as complex as this one understand and agree to their obligations at the time a proposal is fabricated.

3) Goals and expectations should be realistic and clearly understood by all parties, and in writing.

4) At the same time, sufficient flexibility must be expected in a project which breaks new ground, such as RTSS.

14. **Signature** Ronald F. Miller

North Bay Cooperative Library System 10/29/1987

California Library School Recruitment Project

Total project period: October 1, 1985 - September 30, 1987

Project Director: Katie Scarborough

North Bay Cooperative Library System
725 Third St.
Santa Rosa, CA 95404
(707) 544-0142

A needs study and recruitment materials were produced in cooperation with the California Library Association to promote entry into graduate library schools of minorities and children's librarian candidates.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits			58,400	58,400
Library materials				
Contract services	11,100			11,100
Other operating expense	14,440			14,440
Equipment				
Indirect cost	2,015			2,015
TOTAL	27,555		58,400	85,955

10. Project Accomplishments.

The California Library School Recruitment Project had four major objectives. Three of these were fully met, while one was partially met during the project period and should be further met over time as a result of continuing project activities.

The first major objective was to increase the skills and tools of the California library community in the recruitment of librarians and information specialists. To meet this objective, a set of recruitment brochures designed for use in California was produced, a recruitment handbook was assembled to use as a training tool, and a series of recruitment workshops were held to provide librarians with recruitment skills training.

Recruitment brochures were developed based on career sheets previously written by members of the California Society of Librarian's Recruitment Committee. A general brochure was designed to fit around six inserts describing various aspects of the library field, entitled as follows:

General brochure:
"From Books to Bytes: Careers for Library and Information Professionals"
Inserts:
"Careers in Children's Librarianship"
"Careers in College and University Libraries"
"Careers in Non-Library Environments"
"Careers in Public Libraries"
"Careers in Special Libraries"
"Careers -- Opportunities for Minorities in Librarianship"

The color-coordinated set of brochures has been well-received and much in demand. Sample copies of the brochures went to members of the library community both in California and out-of-state when they were released in October. Response to the brochure packets was very positive, with most recipients considering them eye-catching and very informative.

A field-test of the brochure packets within career placement offices showed a positive response to the brochures, as well. Six career counselors provided comments on the brochures and consistently rated them excellent in terms of attractiveness, readability, appropriateness for college-level use, and coverage of the topic. All felt that students would want the level of specific information provided by the brochures, and one added that it "increases interest and broadens awareness of alternatives (and away from perceived stereotypes)."

Initially, brochures went to: Recruitment Committee members, CLA's Ad Hoc Minority Services Committee, the CLA Children's Services Division, each of the three library schools, the State Library, and the 78 librarians who attended the Recruitment Committee's program at the November 1986 CLA Conference. In

addition, order forms for the brochures were distributed widely at the conference. Librarians were encouraged to get more of the brochures for distribution and display in their communities.

After initial distribution of sample brochures, the remainder were sent to the CLA office for continued sale. Revenues from brochure distribution have been and will continue to be set aside and used to reprint brochures at a later date.

The second tool produced to help increase librarians' recruiting abilities was the handbook, Promote the Profession: Recruitment Handbook for Librarians and Information Professionals. Organized within a three-ring binder, handbook sections contain a variety of ideas and strategies for recruitment, instructions on how to prepare for a recruitment presentation, and various resources to help recruiters answer the questions of potential library school applicants. Inserts from the American Library Association, including the publications Financial Assistance for Library Education and the brochure, Library and Information Careers in the 80's, were also included in the book. Pockets in the inside front cover were stuffed with extra copies of the recruitment brochure packets developed by the project, and the back cover pocket included a collection of other specialized library recruitment materials as well as information on scholarships, especially for minorities.

Cover materials for the handbook were designed by the same graphic artist who did the brochures, and were color-coordinated with them to ensure an attractive package. A total of 250 handbooks were produced initially, and 100 additional books were produced toward the end of the project period. The handbook was distributed to all recruitment workshop participants free of charge, and later was made available for sale. The handbooks were also sold at the ALA Store during the American Library Association Conference in San Francisco in June, along with the survey report, The Need for Librarians in California, and the recruitment brochure packet.

Workshop participants were asked to evaluate the handbooks, and gave consistently positive reviews. A high proportion of all workshop participants rated the handbook as Excellent (5 on a scale of 1 to 5).

The third way in which the project helped to increase the skills of librarians was by holding recruitment workshops in April and May of 1987. Six workshops were held regionally throughout California. A total of 93 sign-ups were received for all six workshops, with 18 signing up for the Oakland workshop, 13 for Campbell, 12 for Selma, 18 for Riverside, 19 for Culver City, and 13 for San Diego. The original target had been 10-15 people per workshop, with the grant calling for involvement of at least 50 participants. A total of 83 librarians actually attended and were trained during the series.

A trainer with a background in recruitment, Elaine Russell, Coordinator of Graduate Recruitment for the UC Davis Graduate Division, was selected to lead the recruitment workshops. In her current position, Russell has responsibility for maintaining the UC Davis graduate recruitment and graduate affirmative action programs. She presented a discussion and practice session covering a range of topics on recruitment at each workshop.

Workshops were held as follows:

-Wednesday, April 29th at the Oakland Public Library
-Friday, May 1 at the Campbell Public Library
-Thursday, May 7 at the Selma branch of the Fresno County Library
-Monday, May 11 at the Riverside City & County Public Library
-Tuesday, May 12 at the Culver City Library
-Wednesday, May 13 at San Diego's Balboa Park War Memorial Building

Each workshop began at 10:00 a.m. and ended at 3 p.m. with a one-hour break for lunch. Participants were provided with time at the end of each workshop to organize local recruitment networks.

The first workshop was held on April 29th in Oakland. Turnout was excellent and those attending had a high level of enthusiasm for recruiting. Evaluations turned in after the workshop indicated that the group liked the recruitment handbook and that exchange between participants had been valuable, but that parts of the formal presentation had been less helpful, and participants needed a better explanation of the recruitment network concept.

Changes were incorporated in subsequent workshops to address these problems, and the workshop series improved with each succeeding presentation. For the most part, according to comments received on evaluation forms, the training provided by the workshops was well-received.

The second major objective of the project was to increase the participation of all segments of the California library community in recruiting. To meet this objective, a program was held at the 1986 CLA Conference on recruitment, publicity was distributed throughout the project period to California library newsletters to interest librarians in recruitment, and the project held the previously described workshop series and used it to organize local, ongoing recruitment networks around the state.

The best indication that this objective was met can be seen in the participation of 83 librarians in the workshop series. The workshop attendees represented a wide spectrum of the California library community, although the heaviest participation was from public libraries.

The third major objective of the project was to increase the information on and awareness of the needs and demand for librarians in California. To meet this objective, the project conducted a survey of staffing needs at California's special, academic, and public libraries, published a report on the survey results, reported on survey results at the 1986 CLA Conference, and publicized survey results in press releases and by widespread distribution of executive summaries of the survey report. The project also surveyed students at each of California's three library schools, and compared the responses to the results of the survey of libraries.

The survey attracted the attention of national leaders of the library field, as well as that of the California library community. The American Library Association's Office of Library Personnel Resources asked for a report on the project, including the survey results, at the ALA Convention in San Francisco in 1987. In addition, Library Journal solicited an article from the project focusing primarily on the survey results (it had been submitted and accepted but not published by the time the project ended September 30th).

The fourth objective was to increase the recruitment of prospective librarians. To help meet this objective, the project established a trained and equipped statewide network of librarian recruiters. However, it is difficult to determine whether an increase in actual recruitment took place within the project period. It is expected that recruitment will increase over time as the recruitment network continues its activities.

Brochures were also used to increase recruitment. An attempt was made throughout the latter part of the grant period to measure whether brochures were garnering recruits to library schools by collecting response cards sent in to the library school offices. Phone calls were made and letters sent to library school offices, asking clerical staff to save these cards as they were received and return them to the project director. Although the project secured the cooperation of staff and administration at each of the three library schools, the effort was only partially successful due to some confusion at the library schools as to how long the cards should continue to be collected. Also, because the cards required that one of the library school addresses be filled in on the front of the card, some recruits made errors and filled in the CLA or California State Library addresses on their cards.

In spite of these problems, some response cards were collected at each of the three library schools. Twenty-one response cards were collected and submitted to the project director by each school, 13 by UC Berkeley (covering March through August, 1987), 5 by San Jose State (covering February through April, 1987), and 3 by UCLA (for April 1987 only). Over the same time period, 4 requests were sent on the postcards to the wrong address.

Based on these responses, it is possible to estimate that the brochures may have increased inquiries into all library schools in California by about 4 per month. However, the response cards do not indicate whether those making the inquiries are minorities, or whether they are potentially interested in children's services. They also do not indicate whether the inquirer will/has gone on to apply to library school, or whether that person will be accepted. Nor have they been correlated with any associated recruitment activities carried out in conjunction with the project.

The project publications described above, as major tangible accomplishments of the project, are included as exhibits with this report.

11. Continued services.

Proposals for continued service as described in the project's grant application have been put in place. One of the ways in which project services will continue is in ongoing sales and distribution of project publications. This has been arranged and is being handled by the CLA main office. Recruitment brochures, survey reports, and recruitment handbooks will all be sold and distributed, and the proceeds are being held to support future recruitment activities.

The statewide recruitment network set up by the project will serve as another primary means for continuation of services begun during the LSCA funding period. This network will be overseen by the CSL Recruitment Committee, which became a permanent committee of CSL during the course of the project and has a demonstrated commitment to furthering recruitment activities. CSL, through its Recruitment Committee, will also continue to sponsor programs on recruitment at the CLA Conference each year.

12. Sharing information.

The project's publicity plan was carried out effectively during the course of the LSCA funding period. Quarterly reports submitted for the project contain examples of press releases used at various stages of the projects, as well as examples of how those releases were picked up throughout the library press. In addition, the library press has written about the project independently of press releases, as project activities attracted nationwide attention.

To continue this publicity, the CSL Recruitment Committee plans to publish periodical updates on the activities of the recruitment network in the CLA Newsletter. In addition, the Recruitment Committee will continue communicating with ALA's Office for Library Personnel Resources, to continue the relationship that was established during the funding period. ALA is embarking on its own recruitment efforts on a national level, and may want to draw on the California experience as that takes place.

Project publications will continue to be available from the CLA office. Thus, if other areas of the country wish to replicate the project, they can obtain the materials to help them do so - primarily the handbook and brochures - from that source. The handbook itself provides a number of guidelines for librarians in other communities to use in setting up their own recruitment programs. In addition, the workshop training portion of the project may be repeated within California using these same resources, to involve more librarians in recruitment within the state.

13. Subjective evaluation.

One of the early successes of the project was the publication of the recruitment brochures. Attractive and well-received, these made the library community sit up and take notice of the project for the first time. Earlier decisions by the grant management committee and project director to print fewer brochures but do a quality job clearly paid off with this recognition. Verbal testimonials were received that indicated the brochures communicated both information and an image that could help break down stereotypes about the profession.

The recruitment handbook also proved to be very successful. Again, the packaging and organization of the material in the handbook was a key component of its success. Designed to "match" the brochures in terms of colors used, the attractiveness of the handbook drew people in to read it, and the information provided in its pages kept them there.

Setting up of the recruitment network also proved successful. The project was able to tap into and organize a significant amount of enthusiasm for recruitment that existed within the library community. Participants in the workshop series, by and large, were already convinced that recruitment should be taking place, and were pleased to take part in setting up a network to promote the profession.

The survey results can also be seen as a success of the project, in the sense that they verified the initial premises of the grant application. Anecdotal information about the need for children's and minority librarians contributed to the formulation of the project. The survey performed by the project was able to show that these were, in fact, legitimate concerns, and was able to quantify them convincingly.

The survey, however, did not do everything. Its results did not indicate whether there was or is an overall shortage of librarians in California; instead, the results showed where the greatest need lay within the field. Thus, at least one question of interest to the California library community was left unanswered by the survey. It may have been possible to address the question of whether there is an overall shortage with some sort of follow-up to the first survey, or with an extension of the timeline to perform more extensive data-gathering. However, the shortage question is a difficult one to answer at best, and even more extensive efforts to answer it might not have effected results.

In the area of the recruitment workshops, the improvements that could have been made are more clear. First, there should have been a pilot workshop held before the series of six official workshops were held. As it was, the Oakland workshop served as a pilot of sorts, and significant changes occurred between the

Oakland workshop and the remaining five. The Oakland workshop was still effective in setting up a local network, but it could have been a more valuable use of time for attendees if a pilot had been held.

Also, more effective coverage of the state might have been achieved if two additional workshops had been held, in Sacramento and in a location in the far north of the state. A redistribution of funds would have been possible to achieve this, with the result that a more complete set of local recruitment networks would be in place. Currently, participants from the far north of the state would belong to the Oakland-based local recruitment network.

14. Signature Julianne W. Dalrymple

Sonoma County Library 12/15/1987

Local PAC Access to I & R File

Total project period: October 1, 1986 - September 30, 1987

Project Director: Linda Haering

Sonoma County Library
Third and E Sts.
Santa Rosa, CA 95404
(707) 545-0831

The library information file was converted to computer data base and duplicated for public use in library branches around the county.

Budget categories	LSCA funds	Other funds	In-kind value	Total program
Salaries and benefits	51,933			51,933
Library materials	4,195			4,195
Contract services				
Other operating expense	9,296			9,296
Equipment	20,065			20,065
Indirect cost	6,934			6,934
TOTAL	92,424			92,424

10. Project accomplishments.

The project has demonstrated the feasibility of using Apple computers with off-the-shelf software to produce an automated Information & Referral File. The manual file, enlarged, enhanced and updated by project staff, has been successfully converted to machine readable format. Database design (template making, field and file formats, screen and menu design, report structures, linkages, etc.) was accomplished. Debugging was conducted as we went along with each program component tested upon its completion.

A thesaurus of keywords is complete and agencies/programs have been linked to appropriate keywords. Various search strategies have been designed, e.g, by city within the county, target group, zip code and program name.

Documentation for searching, updating, and loading new discs has been written. This will be used in training branch staff.

Project advisory board members, consisting of representatives of key human services agencies, have from the beginning shown,and continue to show, great interest in the database as a community resource of considerable potential to their agencies and clients.

The goal of expanding the manual file was accomplished. The file was increased by 32%. Clubs, crisis lines, service organizations and heretofore elusive or non-responding human services agencies were added. Defunct or absorbed agencies were deleted. Central staff and public are working with a completely up-to-date file.

An automatically produced mailing list of agencies has been created and will be time-saving during each update process.

Public access computer stations in the regional branches have been upgraded to Apple IIGS status and have received memory upgrades and 20 mb hard drives.

Not all objectives were completed by Sept. 30. Objectives relating to publicity, training of the public, and evaluation were not achieved because copies of the automated files were not made by project ending date.

Considerable time was spent the last quarter in determining the source of the problem of speed when searching in the "report" function. The amount of time the program takes to search by keyword is not yet acceptable for either staff or public use. However, when calling up information by agency title, response time is good. The decision on whether and when to put the automated files in the branches, and in what format, will not be made until November.

Primary reasons for delays in achieving project goals according to the timeline were the following: 1. Lack of awareness of how much time must be spent "programming" a relational database of any complexity. 2. The lack of outside expertise in use of Omnis on Apple products. Only one person in the country is doing development and he lives in Arkansas. 3. The "reality gap" between product announcements and reviews and the actual utilization of that product.

10. Project accomplishments (continued).

Because of this lack of outside expertise, it was decided about March that resident management staff needed to spend considerably more time on the project that had been initially estimated.

Beyond original objectives, the efficiency and desirability of the library's up-to-date machine readable file being massaged to produce the Sonoma County Council for Community Services DIRECTORY OF HUMAN SERVICE AGENCIES became a possibility.

A pioneering accomplishment of the project was the negotiating of a licensing agreement with a software developer, Blythe. This represents considerable savings to the project and may have implications for other multi-outlet libraries.

11. Continued services.

The library has a demonstrated commitment to the provision of I&R information to the public. During the last quarter the library began the hunt for funds to retain the Project Director for 3 more months. These funds were found and the Project Director has been concentrating on: 1. Finalizing the discs to go out to the branches, 2. Transporting the datafile into the MacIntosh, and 3. Automatic production of the DIRECTORY OF HUMAN SERVICES AGENCIES.

Although at least one member of the regular staff has been trained to maintain and update the file, at least one more staff member, one at a professional level, will be trained to become knowledgeable on all technical features of hard and software. The automatic maintenance and update will become an integral part of standard library operations.

Training of branch staff will commence with initial training most likely taking place at the monthly Branch Managers Meeting. Public access can be initiated soon after that. The production of a public information brochure, news releases, etc. will be absorbed by our existent Public Relations Committee, one member of which is the writer of this report.

Evidence of the confident future of the project lies in the formation of a joint committee with the Sonoma County Council of Community Services' Directory Committee which met November 20 to discuss the use of the database by agencies, the role of the library and agencies in the publication of the directory.

12. Sharing information.

Project activities and progress have been shared with the Project Advisory Board, and with the Central and Branch Librarians. Both the Library Director and the Project Director have spoken on the Information & Referral project to the Sonoma County Council for Community Services. Other than with the original and subsequent state consultants, we have not provided in any published or workshop format the results of the project, primarily because the tangible results of it are only now coming into being.

A report of the status of the project was given to the library's governing board, Sonoma County Library Commission, on October 7. They expressed their support of the file automation and of the I&R service in general.

The library will convey information about PAC access to the I&R file to its client group which, of course, includes all current library patrons, through library produced bookmarks and posters. Potential client publicity will be handled through agencies, public services announcements and other publicity methods which the library currently employs. The library's adult literacy program and its Sonoma County Literacy Coalition will be excellent vehicles for publicity.

When news releases and any other publicity is done it will be sent to CAIRS and BAIRS.

A program template will be made sent to the Apple Library Template Exchange in November.

13. Subjective evaluation.

Among the project's successes are the following:

1. We made the right hiring choices. In recruiting for a Project Director we had applicants with familiarity with I&R Service, applicants with experience in many databases, and applicants with both library background and technical strength. We chose the latter. A Project Director with an iota less technical strength could not have succeeded. Our decision to transfer an employee familiar with the manual file to the data entry position was fortuitous and speeded up the data entry.

2. We had a difficult time obtaining useful information. We learned that people equally familiar with software and hardware do not exist. There seems to be no one knowledgeable about relational databases in the Apple environment.

3. The grant project did much to highlight for staff, management, and human service agencies the needs the information and referral service is filling for the community. Grant objectives and activities gave opportunity to reaffirm commitment and reevaluate such procedures as updating, interacting with agencies, and day-to-day awareness of the resource.

4. The ability for branch staff to access an up-to-date I&R file immediately, without going through the Central staff, brings a long-awaited service to the geographical areas surrounding the regional branches.

Some of our failures have been inability to stay within grant timeline on all objectives, inability to find a commercial package to take advantage of the 16 bit GSII environment, and slowness of database to search by keyword. Much of the failure revolves around the hard-drive problems experienced.

The project would more realistically been written as a two-year project.

The half-time librarian originally requested could have done much to speed up the project, freeing the Project Director from such tasks as working with agencies, creating keywords and thesauri, training the data entry person, etc. As it was, the Project Director was expected to solve hardware and software problems in addition to these other tasks.